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REMINISSENSEZ

ƟV

Ɑ TƐCHER.

(VƟL. I.)

BƗ C. W. LARISUN, M. D.,

PRINSIPƆL ƟV THƐ ƆCADƐMI ƟV SƗENS AND ƆRT AT RIÐGƟZ, N. J.;
FƟRMERLI PROFESƟR ƟV NATŲRƆL SƗENS IN THƐ YUNIVERSITI
AT LŲISBURG, PƆ.; ƟTHƟR ƟV THƐ ƐLƐMENTS ƟV ƟRTHƟƐPI,
THƐ TENTIÐ SCƱL, SILVIƆ DUBƟIS, ƐLƐMENTS ƟV
JƐƟGRƆFI, SƟLƟMƟNZ SƟÐ, THƐ FISHER
FAMILI, THƐ LARISUN FAMILI,
REMINISSENSEZ ƟV SCƱL LƗF,
THƐ CLƆS ƆBRƟD,
etc.

RIÐGƟZ, N. J.
FONIC PUBLISHIÐ HƟUS.
1898.

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1. [illegible] — Conversation [illegible]
2. English [illegible] spelling [illegible]
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PREFƢS.

In the introducshun tu the ƣthorz *Reminissensez ev scul lif*, eccurz the folloiŋ statment: Accwantansez hav loŋ urjd me tu set in ritiŋ mi *ecsperiensez*—az meni ev them az I can—az a pupil, student, sculmaster, tutor and profesor, in ƣrder that, bi studiiŋ thez ecsperiensez, the me the better no the difficultiz ev the lerner, en the wun hand, and the joiz and satisfacshun ev the lerner, en the uther; the difficultiz hwich beset the techer and the ardusnes ev thonz tasc, en the wun hand, and, en the uther hand, the cwelificashunz and the methudz hwich ar attended with the best rezults.—In farther complians with thez recwests, thez *Reminissensez ev a techer* hav bin riten.

The matter ev hwich this velum iz med, apperd in the *Jurnal ev ƣrthoepi and ƣrthografi*, az a serial, ecstendiŋ from Februari, 1896 tu Februari, 1898, inclusiv. The encurajiŋ we in hwich sum hu red the first instolments ev the articul, spoc ev it, indust the ƣthor tu publish it in buc form. Tu accomplish this at the lest possibul ecspens, befor the tips with hwich ech several instolment in the jurnal had bin printed, wer distributed, the wer yuzd tu print the pajez hwich neu constitut this buc. Hens apperz the fact that the pajez ev this velum wer printed pesmel, so tu spec, just az we had, from tim tu tim, matter enuf in tips set tu print the pajez ev the jurnal, tu print, in buc form, a secshun ev twelv pajez.

Eniwun accwanted with the wurc ev bucmeciŋ, wil cwicli se that thon hu puts up a buc in this we, incurz meni veri serius and meni veri vecseshus disadvantajez.

Connor 14 April 1902

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Tu ðez disadvantejez mə bɛ attributed meni əv ðɛ imperfecshunz in ðɛ volum hwich ɛven ə bucmacer wud hardli account fər wer hɛ not informd əv ðɛ difficultiz under hwich ðoz hu mad this volum, labord.

That ðar ar meni errorz in ðɛ volum, ðoz hu mad it, ful wel no. But hwen, from ðɛ sum əv errorz and uðer defects ar eliminated hwot, wurcin under ðɛ disadvantejez insident tu ðɛ plan pursud in printin ðis buc, ar əlmost sertin tu bɛ incurd, fər accurasi, ðɛ mecanical faz əv ðɛ volum wil appɛr tu ðɛ competent critic, cwit az wel az ðat əv ðɛ averej əv bucs.

Tu ðɛ lerner əv langwej, irregularitiz əv əl cindz ar grav hindransez. Hens, az ə duti wɛ o our children, and əl hu, az children, ned tu lern our spech, wɛ ət tu du hwot wɛ can, bi redusin tu ərder everi element əv spech possibul, tu remuv irregularitiz and tu establish ərder. Fər this rezun, in ritin, az in specin, in ðɛ ces əv ðɛ əðhor, an attempt iz mad tu yuz ðɛ verbz, *no*, *gro* and *drə*, az if, in ech ces, ðez verbz fərm ðɛ preterit and past partisipul regularli; ðus, *no*, *nod*, *noin*, *nod*; *gro*, *grod*, *groin*, *grod*; *drə*, *drəd*, *drəin*, *drəd*—leving ðɛ fərmz *non*, *gron* and *drən* tu bɛ yuzd adjectivli, az in ðɛ ecspreshunz, *a non riter*, *a wel gron plant*, *a hastili drən conclu̇zhvn.*—Fər lic rezun, in this volum, ðɛ adjectiv *littul*, *littuler*, *littulest*, iz yuzd in lu əv *littul*, *les*, *lest*. That, alen ðez linz, əl wil fəllo ðɛ əðhor, ər ɛven appruv hwot hɛ duz, iz not ecspected; but, that ə fu, hwil redin ðez pejez, mə bɛ led tu ðinc seriusli about such matterz, iz ðɛ hop əv him hu, constantli, in spech and in print, yuzez ðez fərmz.

In fərmin ðɛ pezzesiv ces əv wurdz endin in *z*, wɛ hav yuzd, in printin, hwot sum hav len practist, with advantej, in specin, ə ful inflecshunal sillabul. Ðus wɛ hav printed *Sanderzez*, *Davizez*, etc. Ðɛ apostrofɛ, az ðɛ sin əv ðɛ pezzesiv ces, az bein at this stej əv development əv our langwej, əltugether superfluus, wɛ hav discarded.

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Az in the *Jvrnal ov orthoepi and orthografi*, so in this volum, we hav yuzd the jenderles pronoun *thon*, coind sicsten yerz ago bi C. C. Convers and nou yuzd bi several othorz. The hu, in riting and speciŋ, wil properli yuz this nu wurd until the ar thuroli accwanted with it and with a proper yus ov it, wil find it veri convenient, and veri helpful in ecspresiŋ just hwot the wish tu se, without ocwardnes ov repetishun or disadvantejez ov sircumlocushun. And then, in point ov agreabulnes, hwen wunz er becumz yuzd tu it, it iz fulli an averej ov the littul wurdz in our laŋgwej.

I gratfulli acnoledj mi indetednes tu Suzan M. Fillips for carfulli reviziŋ mi manuscript befor it past tu the compozitorz handz and then carfulli wotchiŋ the matter hwil pasiŋ thru the pres. I am also indeted tu Mari B. Rudibec, hu criticalli red the matter az it apperd upon the pejez ov J. O. and O. Tu the wotchful car ov thez ladiz, I o the correctiŋ ov meni thiŋz hwich, left az the apperd in mi manuscript (prepard duriŋ such bref and irregular intervalz az profeshunal carz hav allowd me tu devot tu such wurc), wud hav apperd az grev blemishez upon the pejez ov mi buc.

Az a devote ov orthoepi and the speliŋ reform, and az wun hu, duriŋ forten yerz, haz edited a jurnal printed in an alfabet hwich providz a letter for a sound, and az wun hu haz printed, ov hiz on bucs, so meni utherz in amended speliŋ, the othor cud hardli be ecspected tu yuz, in this buc, enithiŋ uther than an amended alfabet. That the print shud be, in form ov letterz, identical with that ov the *Jvrnal ov orthoepi and orthografi*, from remarcs abuv mad, cannot be a surpriz tu eni.

Az the buc me fol intu the handz ov sum hu ar not rederz ov the jurnal in hwich orijinalli, the matter wez printed, and hu me not be accwanted with the alfabet

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yuzd in printiŋ wurcs ishud bi the *Fonic publishiŋ hous*, we her submit

THE FONIC ALFƏBET.

LETTERZ.	CE WURDZ.	WURDZ SPELD FONICLI.
ɑ	arm, ask, papa;	ɑrm, ɑsc, pɑpɑ.
a	add, fat;	ad, fat.
ə	ale, stay, preface;	əl, stə, prefəs.
b	barn, rob, bib;	bɑrn, rəb, bib.
c	call, rock, kick;	cɑl, rəc, cic.
ch	choke, such;	choc, such.
d	dell, rod, did;	del, rəd, did.
e	end, pet, ever;	end, pet, ever.
ɛ	eve, pique, prefer;	ɛv, pɛc, prɛfer.
f	fail, leaf, fife;	fəl, lɛf, fif.
g	go, rogue, gag;	go, rog, gag.
h	hill, hat, how;	hil, hat, hou.
i	ice, bite, fly;	is, bit, fli.
i	it, virgin, lily;	it, virjin, lili.
j	joy, jail, gem;	jəi, jəl, jem.
l	let, tell, loll;	let, tel, lol.
m	may, arm;	mə, ɑrm.
n	nest, tin;	nest, tin.
ŋ	ink, longer, sang;	iŋc, loŋger, saŋ.
o	old, coat, rotate;	old, cot, rotət.
ə	odd, dot, what;	əd, dət, hwət.
ɔ	or, corn, all;	ɔr, cɔrn, ɔl.
əi	oil, toy, spoil;	əil, təi, spəil.
əu	out, how, town;	əut, hou, toun.
p	pay, pipe, open;	pə, pip, open.
r	rip, arm, roar;	rip, ɑrm, ror.
s	sing, ceil, sister;	siŋ, sɛl, sister.
sh	shell, wish, chaise;	shel, wish, shəz.

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t	till, note, titter;	til, not, titter.
th	think, breath;	thiŋc, breth.
th	thy, breathe;	thɩ, brɛth.
u	pull, foot, joyful;	pul, fut, jəiful.
ɯ	ooze, rude, moon;	ɯz, rɯd, mɯn.
ʊ	other, urge, run;	ʊther, ʊrj, rʊn.
ʉ	tube, muse, duty;	tʉb, mʉz, dʉti.
v	vine, wave;	vɩn, wəv.
w	wet, wild;	wet, wɩld.
y	yeast, yawn;	yɛst, yɔn.
z	zone, maze, is;	zon, məz, iz.
zh	azure, pleasure;	azhur, plezhʉr.

Trustiŋ that this velʉm mə mɛt, at thɛ handz əv critics, az much favor az haz bin accɔrded thɛ several ʊther bucs riten and publisht bɩ thɛ ɔthor, and that it mə accomplish sumthiŋ in furtherans əv thɛ speliŋ rɛfɔrm az wel az in thɛ furtherans əv thoz methudz əv edʉcəshʉn hwich hav so wel servd thɛ ɔthor, az ə tɛcher, I cast it upon thɛ wɔterz and wət tʉ sɛ hwət thɛ end shal bɛ.

C. W. Larisun.

Fonic Publishiŋ Hous,
Riŋgoz, N. J., Feb. 11, 1898.

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REMINISSENSEZ ƟV ɑ TƐCHER.

CHAPTER I.

IN MORZ DISTRICT.

Yɛrz ɑgo, bȉ thɛ sȉd ɵv thɛ rod hwich ecstendz westwɑrd frɵm Riŋgoz tu Grover, in Delɑwar tɵunship, Hunterdun cɵunti, N. J., appɛrd ɑ mɵdest bildiŋ in hwich ɑ district scul wɵz tɵt. It stud upɵn thɛ nɵrth sȉd ɵv thɛ rod, upɵn thɛ terminus ɵv ɑ smɵl redshɛl ridj onli ɑ fu fɛt hȉɛr than thɛ rodbed hwich, in frunt ɵv thɛ bildiŋ, had bin ɛroded in it. Thɛ terminus ɵv this slȉt ridj, jentli slops nɵrthwɑrd tu ɑ trɵf-lȉc ɛrɛɑ ɑnd ɛstwɑrd tu ɑ smɵl sleu, (ɑ hɑf ɑcer in ecstent), hwich in erli spriŋ wɵz thɛ hom ɵv meni ɑ screchiŋ frɵg (*Rana palustris*), and in winter, ɑ scɑtiŋ grɵund hȉli prȉzd bȉ ɵl thɛ pupilz ɵv thɛ scul. Upɵn thɛ nɵrth, this sleu and thɛ trɵf hwich, frɵm thɛ sɵuthwest, ledz thɑrtu, ɑr flɑŋct bȉ ɑ ridj hwich grɛsfulli rȉzez tu thɛ hȉt ɵv thirti fɛt. This ridj cɵmpletli hȉdz ɵl prɵspects nɵrthwest ɵv thɛ sȉt upɵn hwich thɛ sculhɵus stud; it ɵlso servz tu brɛc thɛ fɵrs ɵv thɛ chili windz and tu mɛc wɵrmer thɛ spɵt upɵn hwich, in erli tȉmz, thɛ children pled.

Nɵrth ɵv thɛ rod, sɛv thɛ sleu, hwich supported ɑ thrifti swɵrd ɵv such grɛsez az flurish in plɛsez wet ɵr overflod onli in winter and in erli spriŋ, thɛ land hwich envȉrund thɛ prɵperti ɵv thɛ scul, wɵz ɑrɑbul and wel tild. Ɑround thɛ bildiŋ, les than thirti fɛt frɵm its cɵrnerz, sirculd ɑ hȉ fens ɵv huj relz,—so limited wer thɛ children in grɵund upɵn hwich tu plɛ.

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Nɛr thɛ ɛst end ɵv thɛ bildiŋ stud ɑ smɵl ɛlanthus trɛ—thɛ onli shɛd thɛ grɵundz supported. So, in thɛ sunni dɛz ɵv winter, thɛ sunz cherful rɛz, unɵbstructed, pord in tu wɵrm and tu mɛc cozi ɵl hwich nɛd attractiv this shelterd spɵt; in spriŋ, thɛ sun hɛr wɵrmd thɛ grɵund, sprɵuted thɛ bulbz, rizomz and sɛdz, and dɛvelɵpt verdur erlier than in les fɛvord spɵts; in summer, thɛ fiɛri blɛz ɵv witheriŋ hɛt drid thɛ sɵil, parcht thɛ herbɛj, and renderd thɛ plɛgrɵund az barren ɵv vejɛteshun az iz eni part ɵv thɛ grɛt Sahara. In thɛ bildiŋ, in summer, thɛ hɛt wɵz intens; upɵn thɛ plɛgrɵund, it wɵz swelteriŋ and dɛnjerus tu helth.

Ɵppozit tu thɛ sculhɵus, ɵn thɛ sɵuth sid ɵv thɛ rɵd, ɛcstended ɑ wel tild fɛld. Adjɵiniŋ thɛ ɛst bɵrder ɵv this fɛld and thɛ sɵuth bɵrder ɵv thɛ rɵd, at ɑ distans ɵv ɑbɵut ɑ hundred yardz sɵuthɛst ɵv thɛ sculhɵus, bɛgan ɑ dɛns fɵrest ɵv larj trɛz. Nɛr thɛ rɵd, meni ɵv thɛ huj old ɵcs ɛcstended thar larj, pendant branchɛz far ɵut and ɛffected ɑ silvan arcɛd in hwich, in thɛ hɵtest ɵv dɛz, jentul, culiŋ zefirz plɛd. Farther in, thɛ fɵrest wɵz mɵr dɛns; stil farther frɵm thɛ rɵd, bɛnɛth thɛ stɛtli ɵcs, hicoriz and chɛsnuts, wɵz an undergrɵth hwich, in plɛsɛz, wɵz ɵlmɵst juŋgul-lic,—ɑ dɛlitful mɛdli ɵv thɛ ɛlɛments ɵv ɑ virjin fɵrest. Hɛr grɵd thɛ ɑzalɛɑ, thɛ calmiɑ, thɛ pɵdɵfillum, thɛ ɛrithrɵnium, thɛ ɛlɛtɵniɑ and veri meni ɵv thɵz uther plants ɵv erli spriŋ hwich nɛver fɛl tu dɛlit thɵn hu luvz thɛ butiful and thɛ gud. In summer, hɛr thɛ simisifuɑ dɛvelɵpt its leŋ, fɛtheri rɑsɛmz; hɛr thɛ wild grɛp vinz, daŋgliŋ in leŋ, swɛpiŋ festunz, dɛvelɵpt thar mɵdest flɵuerz, and sɛnt fɵrth thar rich ɵdɵrz tu help mɛc thɛ fɵrest redɵlɛnt with rich, dɛlitful perfumz; and hɛr, in ɵtum, wɵz meni ɑ nut tu bɛ gatherd bi thɛ bizzi, frugɑl urchin.

Tu this fɵrest, bi permishun ɵv him hu ɵnd it, (W. H. Mɵr, wun ɵv thɛ trustɛz), thɛ pupilz, under ɛspɛshɑl regulɛshunz, wɛr allɵud tu go. In this, thɛ dɛlited tu rɵm; in this, thɛ bilt thar rustic sɛts, ɵɛnstructed thar simpul plɛ-

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houzez, arrenjd thar windiŋ wœcs, and med thar fantastic bouerz; in this, the pled thar childish gamz, saŋ thar favorit dittiz, and told thar childish telz. Her, the red meni a sentimental stanza, meni a pensiv, pathetic poem, and meni a rouziŋ, sol-inspiriŋ dissertashun, bi the noblest and the best. And her, in simpul strenz, pur and veluŋbul, in siŋiŋ the soŋz printed upon the last pejez ev thar rederz, the med the welcin riŋ; œr, joind bi the voisez ev the adult puŋpilz in siŋiŋ sum favorit him œr sum nashunal soŋ, the med the forest rezound with delitful muzic; œr, in solo, in siŋiŋ sum plentiv ar, sum puŋpil med the silvan arcedz reverberet with sol-enchantiŋ strenz.

The sculhous wez a lo, wun-stori bildiŋ, about 25x25 fet. It wez lited bi a windo in ech ev its sidz,—ecsept that thru hwich the dor past. The bric chimni perd from the middul ev the jentli slopiŋ ruf. Thar wez nether cœrnis nœr piazza, but, tu a gud ecstent, the evz ev the ruf projected, hwich helpt a littul the apperans ev the fased. Befor the dor la a larj ston upon hwich the puŋpilz stempt tu jar the mud and dirt ef thar shuz befor enteriŋ. The pentles wetherbordz wer wid and fasend with rœt nelz,—med, deutles, in a neboriŋ blacsmith shop—so old wez the hous. The wid, hevi bordz ev the streŋ batten dor, and the streŋ batten windo shuterz, gav the bildiŋ a prizunlic apperans.

Oleŋ the west end, the sil ev the bildiŋ wez scarsli hier than the ground; but, az the ground slopt a considerabul toward the est, the perz upon hwich the nœrthest and southest cœrnerz rested, wer fulli tu fet and a haf hi. So, beneth the est end ev the bildiŋ wez a spes intu hwich the urchinz cud crep and in hwich the cept meni a plethiŋ. In œtum, it servd az a sellar, œr a repezitori, in hwich the plest the hicori nuts, welnuts and ecurnz tu be eten duriŋ the resesez ev the dez in winter. Bi the wa, beneth this bildiŋ I hav sen, at wun tim, fulli thre bushelz ev ecurnz

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gatherd frem the hwit ocs ev the neboriŋ forest,—stord awe for rostiŋ duriŋ the nun resesez ev the dez ev winter. That the wer, hwen preperli rosted, relishabul, and that the wer gud, holsum fud, ecsperiens in etiŋ them enabulz me tu testifi. Hwen the children gatherd the stor, the bested that the wud hav an abundant supplî for the winter. But, in this, the wer mistecen; befor March, the last acurn wez rosted and eten—so fend wer the pupilz ev thez rosted nuts.

The acurnz sun cuct. Plest in the uven ev the old ten-plet stov, at the beginiŋ ev reses,—if the fir wez brisc—the wer redi tu be servd bî the tim ech had eten thonz dinner. The wer eten az an after-dinner relish, or dezzert.

The bildiŋ wez enterd bî a dor in the fased hwich fest the rod. Within, everithiŋ denoted streŋth, yutiliti and hard servis. Frem the huj ten-plet stov hwich occupîd the middul ev the rum, verticalli assended the pîp thru a bord seliŋ tu rech the chimni in the left. The descs, fasend tu the wol en ol the sîdz ecseptiŋ that thru hwich wez the dor, wer streŋ, armd with hevi lidz hwich securli clozd them, and fantasticli figurd, carvd and nocht bî the pecetnîvz ev the hwitliŋ pupilz. At a convenyent distans frem the descs, wer benchez med ev slabz frem larj hwît oc legz, the flat sîd up,—the legz ev hwich wer, in sum casez, med ev hicori sapliŋz, sharpend at the bench end tu pas thru the inch-and-a-haf oger holz bord in the slab. On ech sîd ev the stov stud a bench similar in ol particularz, sev that it wez net cwît so streŋ and so hî, for the leser pupilz. Tu thez sets wer no descs. The techerz desc stud at the left, az wun enterd the dor. It wez a streŋ, plen, pentles structur hwich had resevd meni a baŋ and meni a bruz, az the indentashunz upen it evidenst. It wez muvabul, upsetabul, upsîddeunabul, and cud be yuzd, az evidentli it efen had bin, for a varîeti ev purpusez. Arrenjments had bin med, in bildiŋ the desc, tu fasen the lid deun bî

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menz ev a streŋ ɩurn hasp and stepul securd bɩ a hevi padlec. The stepul had bin drød and the padlec ǂ never sø. But, the hevi rectangular ɩurn hasp stil danguld, tu be in the we hwenever the lid wez rezd ør loerd. The wøter pel, weshbesin, sop and tin cup eccupɩd a bench en the eppozit sɩd ev the dor. Ner this bench, suspended bɩ a strin, danguld a tenel and a brum. The wud, the big stics ev hwich wer tu fet len, wez pɩld beneth and in frunt ev the huj stov,—an armament az wel az a convenyens hwich gretli interested me during the cold dez ev winter. The fɩr shuvel, stov pocer and ash pel wer jeneralli hwar the cud be cict ør struc hwenever a mischevus pupil wisht tu mec a neiz ør an øcward wun neded tu muv.

Før hanin the caps and bennets, cots and sholz, scarfs and raps, a ro ev pegz hɩer than the teps ev the windoz, ectended entɩrli around the rum. Tu rech thez pegz, the pupilz wer ecspected tu step upen the bench in frunt ev the desc; and, if nesesseri, frem the bench upen the desc. The leser wunz wer ølwez oblɩjd tu step upen the bench and then upen the desc tu han up ør tu tec deun enithin hwich the cept upen the pegz. Øv cors, the canterin wunz did a del ev stepin hwɩl upen the desc,—unles closli wecht. In sum cesez, muvd bɩ medesti, a tendensi tu clenlines, and a dezɩr tu ecshibit scil in muvments, the pupilz, espeshalli the larjer wunz, hwɩl standin bac ev the bench, wud so pitch a cap, a bennet, a cot ør a shøl, that, with ølmost a sertinti, it wud catch upen the peg and be preperli suspended. So, nesessiti efen indusez a practis hwich develeps decsteriti in muvment and disclozez the better elements ev wunz meral netur.

The ecwipments før techin in this sculrum wer fu and primitiv. Nethrer maps nør chart apperd. The onli thinz før yus wer a blacbord 3x5 fet and a fu lumps ev chøc—such az the carpenter yuzez in chøcin hiz lɩn før marcin bordz, etc. Thez implements had bin yuzd sumhwet.

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Wun Ceb, a Connetecut yaŋce, a graduet ev the normal scul ev Masachusets, had tot in this bildiŋ. Ov cors, hiz methudz ev techiŋ embedid sum, at the lest, ev thoz yuzd in the scul in hwich he had bin tot; and in sum yusez ev the bord and choc, sum ev the pupilz wer cwit redi.—So, thon hu tot her, wez net seriusli hamperd with ecwipments and devisez tu be yuzd in techiŋ, nor bi prescribd wez in hwich the shud be yuzd.

In this heus, ner the middul ev September, 1856, I began mi carer az a master ev a district scul. With the trustez, I had contracted tu tech a cworter—seventitu dez then constituted a cworter—for sicsti dollarz.—At that tim, net onli did the number ev dez in a cworter differ from that periud ev tim at leter det, but the number ev eurz tot duriŋ ech de, verid az wel. In the loŋ dez ev summer, the master, at et oclec, a. m., cold in scul and tot til twelv, hwen a nun reses ev tu eurz follod; at tu, p. m., he agen cold scul and tot til sics, p. m. In otum, scul wez cold at et and a haf oclec, a. m., and dismist at fiv and a haf, p. m. In the shortest dez ev winter, ecsersizez began at nin, a. m., and cwit at for, p. m. In thez short dez, the nun reses wez an eur loŋ. In summer and otum, a reses ev fiften minits broc the loŋ periud ev the fornun and ev the afternun; but in winter, no short reses wez granted.—In ces mi wure az a techer pruvd satisfactori, I mit remen, at the sem ret ev wajez, anuther cworter. For the tim folloiŋ the end ev the secund cworter, a techer —a doter ev wun ev the trustez—wez olredi engajd.—In the contract, nuthiŋ wez spesifid respectiŋ the chepiŋ ev the wud we mit burn, the bildiŋ ev the fir, nor the swepiŋ ev the bildiŋ. Ov cors, I ecspected tu du thez thiŋz or tu hir them dun. But, in ol, sev the bildiŋ ev the fir, I wez disappointed. At the nun reses ev the first de, hwen we had eten dinner, a big girl, streŋ enuf tu handul a tem ev for mulz,—with brum in hand, recwested

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mɛ and ɑ nʊmber ɵv thɛ pʊpilz tu go ɵut ɵv dorz, az shɛ wisht tu swɛp thɛ rʊm. Had thɛ statment bin ʊtterd in ɑ hwisper ever so lo, I thiŋc I wʊd hav herd it. Nɵr did I neglect, in mɨ manner and dɛportment, az I pɑst ɵut, tu sho her and ɵl ʊtherz hʊ mɨt notis, hɵu gratli I valʊd thɛ ɵffer tu dʊ thɛ wʊrc hwich shɛ propozd tu dʊ. Mɨ manner had ɑ holsʊm effect ʊpɵn her, and ʊpɵn ɵl hʊ cʊd handʊl ɑ brʊm. Az thɛ sɵ that thar servisez in that direcshʊn wʊd bɛ cɛnli appreshiated, thɛ sʊn arranjd ɑmʊŋ themselvz, ɑ plan tu swɛp thɛ rʊm regʊlarli, both at nʊn and ɑfter scʊl, if thɛ mɑster wʊd cɵnsent. So, I wɵz rɛlɛvd frɵm ɑ mʊch dreded pɛs ɵv wʊrc,—ɑ wʊrc hwich, bɛcɵz ɵv thɛ dʊst hwich thɵn hʊ swɛps mʊst inhɛl, wʊd hav bin sɵrli detrimɛntɑl tu mɨ sensitiv lariŋcs and trɛcia, and tu mɨ dizɛzd, tʊbercʊlɵst lʊŋz. But, tu cɵnspɨr tu mɨ cʊmforts, in pɵint ɵv clɛnlines, ɵlthɵ rɛspectiŋ thɛ matter, I never so mʊch az hinted in wʊrd ɵr ɑct, thɛ went mʊch fɑrther. Wʊn mɵrniŋ, I notist that ɵv thɵz hʊ cɛm, sʊm brɵt pɛlz, fɨlz, scrʊb brʊshez, sɵp, etc. At wʊns, I gɛst fɵr hwɛt thɛ wɛr fiɛsiŋ. At nʊn, wʊn ɑsct permishʊn tu wɵsh and scrʊb thɛ rʊm. Ɵv cɵrs, I grɑnted thɛ rɛcwɛst. Sistematicli, cwɨɛtli and in ɛcsellɛnt ɵrder, ɛch plɨd thɵnz handz ʊntil ɛverithiŋ in and ɑbɵʊt thɛ rʊm wɛz az clɛn az ɑ nʊ pin. Wɵter wɛz nɵt handi; thɛ wʊrc ɵv carriiŋ it wɛz sɛrius, and veri lɑborius. In this, I ɛssɛd tu help; but hwɛn I arrɨvd with thɛ first tʊ pɛlfʊlz, sɛvɛral ɛcsprɛst sʊrprɨz and prɛmptli prɵscrɨbd ɛni further wʊrc ɵv that cɨnd. Veri mɛni ɵbjected that I wɛz tʊ sicli, tʊ fɛbʊl tu dʊ wʊrc hwich rɛcwɨrd sɵ mʊch strɛŋth; that if I mʊst help, I mɨt assist at lɨter wʊrc, but in perfɵrmiŋ this, I shʊd bɛ carful that I did nɵt get wɛt. So, at ʊther thiŋz I plɨd mɨ handz, az thɛ directɛd. Az thɛ wʊrc prɵsɛdɛd, ɵl lernd that I cʊd ɵbɛ implisitli; that it wɛz cwɨt az ɛzi fɵr mɛ tu serv az tu direct; and that I felt ɵnɵrd tu serv in ɛni cɵz hwich prɛmist tu prɵmɵt thɛ wɛl ɵv thɵz cɵnsernd.

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Ɔltho the wether wez far and plezant, the wesht surfesez ev the flor, benchez, desks, etc., drid veri sloli. Az a consecwens, the rum wez tu damp tu occupi til let in the afternun. So, hwen the tim for colin scul arrivd, we gatherd beneth a larj oc in the neborin forest, upon huz ruts and upon fens relz for the purpus ev benchez ficst, we proseded tu the scul wurc ev the afternun. Her assembuld, lit harts vid with lit harts in resitin lessunz in redin, in histori, in jeografi, in grammar, etc. The nevelti ev the affar, and the confidens bi the master accorded them that the wud du wél, and be obedient and industrius hwarever the mit be, inspird ech with a determineshun tu du thonz best, and tu so deport thonself that nether the master nor eniwun els cud hav coz for regret for the confidens hwich in them he had repozd.

Hwil we wer her engejd in studi and in resiteshun, the prezident ev the trustez chanst tu pas the sculhous. Az the dor and windoz wer open, and az the bildin semd tu be empti, he dismounted from hiz farm wagun, stept tu the dor tu se the condishun ev thinz, etc.; and luct elshwar for the scul. Az he luct toward the forest—a hundred yardz awa, on the oppozit sid ev the rod—beneth the spredin bouz ev a huj hwit oc, he so pupilz and techer in the capasiti ev a scul,—plizin at studi and resiteshun with a zel hwich plezd him,—oltho, az hiz tem muvd up the rod, he past us with a sever, intens gez and a frounin countenans. Ov the pupilz sitin upon the ruts ev the tre and upon the relz arrenjd for sets, thre wer hiz children—tu ev hum wer gron olmost tu wumanhud, wun ev hum, the folloin sprin, began in a neborin district az a mistres ev a district scul.

So, we past the afternun—tu be vud and tu becum the subjects ev comment and conversesshun ev the meni hu past that we. Nor wez this the onli seshun ev scul held out ev dorz; nor wez this the onli tim the pupilz scrubd

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and scourd the sculhous: for, tu be clen, cumfortabul, industrius, sircumspect, cordial and curteus wez, apparentli a rezoluṣhun then fulli formd in the brest ev everi wun hu wez then a part ev our littul band. And, az nu pupilz sot tu be numberd with us, ech pupil shod a worm zel and a determineshun that the nu acseshun shud be, in everi essenshal thiŋ, egzactli az wer the hu constituted the first memberz—the first dissiplind—ev our littul bodi.

Hwen the wether wez cold enuf for fir, I wez in the sculhous tu erli for eniwun tu presed me tu mec a fir,—oltho the ples at hwich I borded wez mor than thre milz awe,—so brisc wez I at wociŋ. So, I bilt the mornin fir; and I wez sertin tu hav the rum worm befor thon hu cem the erliest, arrivd. The wud, in erli otum, consisted ev scor-blocs, hwich neded littul wurc tu prepar them for burniŋ. In winter, hwen we burnd hicori wud, the larj boiz, or men—for several ev them wer older than I—manifested az much zel tu cep in redines a supplii ev wud and cindliŋz, az did the yuŋ wimen tu cep the rum and furnitur net and clen. So, hwil at Morz—that wez the nem ev the district—I had tu du littul els than tu tech and tu enjoi the gud thiŋz with hwich the pupilz and the emploierz envirund me—sev hwen sum miscreant, in the shep ev a nu pupil, for a fu dez, engrost mi attenshun and sumtimz mi enerjiz.

In the mornin ev the first de ev the term, az I nerd the sit ev the sculhous, I wez met bi a lad about twelv yerz old, huz sicofantic countenans boded evil, and, at wuns, ashurd me that I had, at the lest, wun trubulsum pupil. The teltel element apperd in everi feturr, and even in hiz get, az he swaggerd aloŋ. Hiz saluteshun wez, Master, cant I sit bi the windo hwich openz toward the est? C sits bi the windo hwich openz toward the north. I dont wont tu sit bi him—he pinchez me and scratchez me, and no wun can belev enithiŋ he sez, and he olwez gets everi-

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bedi in trubul; and our focs sa that I ma better sit bi tha est windo; cant I sit thar?—Az I stept along at a brisc gat, I respectfulli lisend; but, I mad no repli—tha hwil I waz tacing tha wat and tha mezhur av tha most trubulsum scamp, az I then suppozd and az tha secwel pruvd, in tha scul. Nerer tha sculhous and hasening tu mat ma and tu por out intu mi urn av carz and respansibilitiz sumthing mor than a pec av complants against pupilz, sats and studiz, and in a hwining vais tu crav sertin privilejez in seting, studiz, etc., cam tha veri chap av hum tha former compland. Ha, tu, waz about a duzen yarz old. Hiz trici, rascalli countanans wel labeld that parsunaliti hwich, az ha older grod, mad trubul enuf for ol hu delt with him. At wuns, I gest that thaz chaps wer partnerz in biznes—yocfelloz, with hum, az a tacher, I wud hav trubul. Nor, in this, waz I disappointed. With thaz ladz I had mor trubul (av hwich, hanever, I ot not tu complan; for, upan tha hol, than tha memberz av this scul, mor obedient, mor obliging, mor complasent, mor industrius pupilz, I never met), than with ol utherz in tha scul. Tu tha advantaj av ol cansernd, in les than a wac, both av them incurd sum strips hwich nather av them haz yet forgot, and about hwich wun av them waz lafing hartili tha last tim wa met (about ten yarz ago), and hwich tot them that, tu mac trubul in a scul hwich I guvernd, waz ecspensiv av pan, hid and blud. Tharafter, ach restrand, sumhwat, hiz propensiti tu neglect hiz dutiz and tu mac trubul hwil I waz instructing, at thonz set, sum dul pupil, or conducting a resitashun.—At tha tim tu hwich I allud, I waz siting sidwiz upan a bench, with mi fas toward tha wol, demanstrating tu a yung ladi tha prinsipulz av sawar rut. Thaz ladz, hum bacs wer toward ma, sat tugether, oppozit tu ma and about for fat distant, upan a smol bench hwich fast tha stov. Hwil tha wer laning far over tu pester sum girlz siting an a bench hwich fast them and

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hwich wez distant frem them about fiv fet, the so littul ev hwet I wez duiŋ. Befor me, en the desc, wez a streŋ pes ev grep vin about tu fet and a haf leŋ, hwich sum urchin had bin yuziŋ in her sport at jumpiŋ the hup, and had brot in tu prezerv for futur yus. With this az a hwip (for I had no hwip,—I never had a hwip in eni scul I tot—I olwez ecstemporizd, az the ces demanded), I, without utteriŋ a wurd or rizin frem mi set, inflicted tu bachanded strocs hwich stird them frem the sircumferens tu the senter, and med marcs hwich, that nit, demanded the applicesshun ev sum spirits ev camfor and a littul tallo. Thar cots wer ef. The first stroc ecstended acres the bac and hips ev ech. Az the dust wez rizin frem the treuzerz, ech convulsivli med an effort tu bouns frem hiz set. This dun, ech wez in better plit tu resev the necst hwac, hwich fel a littul loer and several degrez harder than the first. A secund convulsiv effort tu escep frem the fir in the rer, landed both in the laps ev the girlz hum the had bin pesteriŋ. The numerus struggulz, scratchiŋz and houliŋz hwich follod, med a littul consternesshun in that part ev the rum; but, I utterd not a wurd. Az cwietli I sat and sternli luct intu the fes ev ech, he hestili gatherd hiz buc, slet and pensil frem the flor and, az sun az he cud, with meni a limp, hitch and scratch, and with meni an O! O! O! hurrid tu hiz set,—tu sit mor cwietli, after the pen abated, than I had ever nod him tu sit befor.

Hwil the wer dansiŋ around becoz ev the pen cozd bi the strips hwich the had resevd, I notist a nuli-med hol in the linsi-wulsi ev the pants ev wun ev the chaps; and a glariŋ rent in the pants ev the uther. Az sun az the wer seted, I turnd tu complet the instrucshun I wez impartiŋ,—amid a silens hwich—sev az brocen bi an occazhunal seb frem wun ev thoz beiz—wez panful. Tharafter, nowun hu witnest this sen, ever venturd tu mec trubul hwil I wez engejd in instructiŋ wun hu neded

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espeshal assistans. From this sen, meni lernd valuabul lessunz—espeshalli did thoz beiz. Tu this de, thoz chaps —neu grod tu be gre-berded grandfatherz,—hwen the met me, loli ben and salut me with a smil, in tocen ev the gud servis, the se, hwich I renderd them en that occazhun hwich the can never forget.

Hwen I wez ner the bildiŋ, mi attenshun wez arrested bi the apperans ev tu polit, brit-id littul girlz hu saluted me with that diffident, but harti, Gud mornin, sir, everihwar so caracteristic ev wel-bred children hu ar enjeiiŋ the directiŋ, moldiŋ, refinin car ev wel-informd, sircumspect, polit parents. The wer nerli the sem in wet and hit,—tho in aj the differd about a yer, the yuŋger beiŋ nin yerz and fiv munths old. From everi lineament ev the countenans ev ech, bemd candor, truth and enor. At wuns, I so that the wer fast frendz and that ech pezzest cwelitiz hwich gres onli the best ev children. In attir substanshal, becumiŋ, net and clen, the simmetric form and gresful muvment ev ech, indelibli imprest me. Upen the tablet ev mi memori, the fotograf ev thez tu littul persunejez, oltho forti yerz old, iz net dimd bi aj; it standz forth in bold relef and iz bi me regarded wun ev the best hwich egzists in mi memori. Sun thez children wer az confidiŋ, az frendli tu me, az the wer tu ech uther.—A holsum, a profitabul, a jeius tim had we in eur relashunz az pupilz and techer. Me a holsum remembrans ev the senz ev thoz happi dez attend us until the end ev lif!

Ner them stud tu sisterz upen hum the severitiz ev lif had med an indelibul impres. The wurthines ev thar parents, az sitizenz, and the holsum traniŋ the wer resevin at hom, apperd, in part, at the lest, in the polit curtesi hwich accumpanid thar diffident, but cler and hartfelt, Gud mornin, sir, hwich, az delitful muzic, stil hants mi erz The yuŋger wez about ten yerz old; the older, ner her fiftenth birthde. Hwil upen the famili ev hwich the formd

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a part, Fortun had not lavisht her abundans ev that hwich formz the rich manz stor, thar parents, brutherz and sisterz wer grest with humbul industri, enest harts, and pius mindz—after ol, the best gifts Providens vouchsafs tu mortalz—the spring ev gud sitizenship, ev moral wurth and ev tru, unsullid happines.

Holding a dinner pel, stud a brit-fest littul mis ev ten yerz, huz carz for a yunger sister and bruther (hu wer twinz), feld not tu attract mi attenshun and tu sho the cindnes ev hart hwich actueted her in ol hwich she did. A fleshi, burli girl ev siesten, the hwiter parts ev huz iz evidenst that she liet fun and had had a del ev ecsperiens in mecing it (and ev it, the rufer the better), hardli occupid eni pozishun long enuf tu discloz her form, men or manner. Lic a je amid the benz ev the trez in otum, she beunst or flited her and thar, hwil her shril vois nou and then broc the stilnes ev the morning and med the welcin vocal with screching, chattering, cacofonus seundz. Prominent amung the grup wez a polit, tidi, wel-drest, brit-countenanst femal cwedrun ev eten yerz, huz offis it wez tu minister tu the nedz and wishez ev a trim, cwiet lad ev ten yerz, huz slec, wel-brusht har wez az red az that ev eni fecs. In the bacgreund stud a blac-hard yuth, huz flashing blac iz told that he wez redi for eni event, and that he intended, in ol matterz hwich mit happen, tu luc wel tu hiz on interests, and tu act tu the end ev the sen.

In the bilding sat for yung wimen, tu ev hum wer older than I. The apperans ev ech wez important; the secwel demonstrated that, in no respect, in fiziognomi or men, wer the foltili lebeld. The wer veri proper persunz, hu attended scul tu be instructed, tu be trend, and tu du the veri best under ol sircumstansez. But, the fact that tu ev them wer older than I, affected me in a we hwich, at ol timz, wez a littul detrimental tu the welfar ev the scul. Yet, in our releshunz, ol thingz muvd plezantli and prosper-

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usli. We ever practist that formaliti, that frijid politnes, hwich, on the wun hand, forbidz intimasi and familiariti; and, on the uther, invits a respectful, dignifid intercors. Hens, betwen us, subsisted that releshunship hwich properli egzists betwen techer and pupilz; and matterz muvd entirli satisfactorili tu ol consernd.

In organizin the scul, everithin wez tentativ. Az I had not an ecsperiens in techin, I nod not hwet I mit better practis. So, a spirit ov ecsperimenteshun caracterizd everi muvment. Everi arrenjment wez such that chenjez mit be med, if neded, with the lest inconveniensez tu ol. A wilinnes tu mec chenjez, espeshalli hwen gud rezults semd licli tu follo, apperd in everi prosedur. However, the mer wish or hwim ov a pupil, it sun apperd, had littul influens in helpin me tu desid hwet arrenjments I mit better mec; and the hwim or the wish ov an emploier, had scarsli mor. Rezunz for chenjez I carfulli considerd; arguments I carfulli wed; but wishez and hwimz I sedulusli ruld out ov considereshun.

In thoz gud old timz, the master desided hwet the pupil neded tu studi, and hou thon shud prosed in studi. Respectin this matter, fu wer the, in eni scul, hu wud disput or dissent; in this scul wer nun,—and yet wun ov the trustez had tot district scul for a number ov yerz, and, az a sucsesful techer, had wun eminent distineshun.—The master, az wel and az uncwestyunabli, desided ol matterz respectin order and dissiplin. Inded, in the sculhous and upon the ground hwich appertend thartu,

Thon wez menarc ov ol thon surved;
Thonz rit thar wez nun tu disput.

However, thon hu emd tu be a sucsesful techer, carfulli incwird hwet ech pupil wisht and hwet ech parent dezird. So far az the wel ov the pupil wud allou, the master wizli lend toward the wishez ov thoz the most consernd; and, if tolerabul, rijidli redust them tu practis. Thus muvin, the

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master incurd les chansez tu bε folted bȉ parents, εther in thε matter εv subjects studid ωr in thε progres med. Bεsȉdz, muviŋ in this wε, thε dilijent, fεthful, εbzervant master εfεn sucsεded in demεnstratiŋ tu thoz cεnsernd thε εrror εv a cors thε wisht pursυd, in tȉm tu rεtrench and tu prosεd υpεn a cors hwich premist better rεzυlts. Cωshυsli mυviŋ alεŋ thεz lȉnz, thε sucsesful tεcher wυn frendz and achεvd a repυtεshυn az a master, hwich εfεn prυvd az prεfitabul az it wεz enviabul.

In mȉ incwȉri intυ thε nεdz, wishez and intεnshυnz εv pυpilz and emplεierz, I wεz grεtli surprȉzd at thε deferεns accωrded mε. Thε dispozishυn εv εch sεmd tu bε tu ecspres tu mε frαŋcli and frεli, thε wishez thεn entertεnd in εni matter; but tu lεv tu mε thε dεsizhυn hwεther I mȉt better dυ hwεt thεn wisht, ωr dυ sυm υther thiŋ hwich, in mȉ jυjment, premist better rεzυlts. Nωr did thε practis rεspectiŋ thεz matterz, in this district, differ much frεm thε practisez in υther districts in hwich I tωt. An ecsplanεshυn εv this cεndishυn εv thiŋz mε εgzist in a stεtment med tu mε bȉ that trυstε εv mȉ scυl hυ had servd fωr meni yεrz so sucsesfυlli az a tεcher, hwεn I αsεt him rεspectiŋ thε manεjment εv wυn εv hiz children in scυl. Hiz rεplȉ tu mȉ cwεstyυn, αftεr, in veri jεnεral termz, ecspresiŋ hiz wishez, wεz: Yυ wil better sucsεd in trεniŋ mȉ chȉld if, in yυr wυrc, yυ ecsεcυt planz εv yυr on mεc. Thεn hυ sucsεdz in thε αrt εv tεchiŋ, accωmplishez most and dυz thε best wυrc hwεn thεn iz thε lεst trammeld bȉ thε planz, noshυnz, wishez and hwimz εv υtherz. Tu sucsεd wεl, thε tεcher nεdz tu bε frε frεm bȉαs, prejυdis, and fiεst planz, and tu bε left entȉrli αlεn in thε ecsεcυshυn εv hwεtεver sεεm thεn propozez.

Tu mε, this stεtment, frεm wυn hυ had bin so εminεntli sucsesful, wεz veri helpful. At wυns, I bεgan tu practis thε sεvεrεst scrυtini intυ thε prinsipυlz invεlvd in thε tεcherz αrt and thε most rijid sircυmspecshυn rεspectiŋ

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everi detel ev everi seem ǂ devizd. Then, with mit and men, ǂ wurct tu mac eni seem ǂ devizd, sucsesful. Mi efforts achevd sucses. In mi prosedur, ǂ sun wun the appruval and the cooperashun net onli ev the old techer, but ev nerli ol, if net cwit ol, ev thoz hu petrunizd me.

In thoz daz, a practis wez tu begin the wurc ev the de bi rediŋ, in clas, a chapter frem the nu testament. Az that practis had bin leŋ in vog in that scul, at the col, ol arrenjd in a ro hwich ecstended frem the techerz desc, thru the spes betwen the larjer and leser benchez, fulli haf we reund the rum. No order, ether in aj or siz, wez ebzervd. A littul wun stud besid a larj wun; an older wun, bi the sid ev a yuŋger wun; the cwedrun bi the sid ev the wun she so fethfulli attended. Then hu stud nerest the techerz desc, red, that mornin, the first vers ev Maththuz gospel,—we began at the beginin ev the buc and follod that secwens establisht bi thoz hu ishu the scripturz. Then then hu stud necst, red the necst vers, and so en til ol had red; and, in ces the chapter wez leŋ, the sem order wez repeted until ech had red mor than wuns, if net until ech had red meni timz.

Oltho this practis, tu meni, no deut, semd a pius we ev beginin the wurc ev the de; and oltho, in meni, no deut, it inculcated the noshun that the nu testament wez, in that scul, at the lest, plest befor ol uther bucs; yet, tu it meni objecshunz cud be urjd.—Ided, it wez net so pius az it me hav semd tu meni. Tu nerli ol, the testament clas, az it wez cold, wez a bor. Diversiti wez tu ecsesiv,—tu ecstrem. Then hu red wel, sun and effectivli red the vers hwich fel tu then. Bi so duin, then wect in the mind ev then hu red purli, a felin ev depreshun, becoz sun thonz turn wud cum tu red, hwen then wud red so purli that the contrast betwen the tu wud be so wid and so glarin that ol wud notis it. Or, hwet wez infinitli wurs, and hwet wez mor frecwent, the fluent, gud, effectiv

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redinj ev the wun hu red wel, provoct in the mind ev thon hu red badli, a felinj ev envi, malis, or hat, the banful consecwensez ev hwich I ned net discus. Then, thon hu red purli, aggraveted the felinjz ev ol hu so impeshentli wated until the pur reder had completed thonz dreded tasc. Agen: thon hu red purli and folterinjli, in the slones ev performans ev thonz dred tasc, consumd westfulli tu much ev the tim ev thoz hu red wel. Uther objecshunz I wil net her urj.

However, az objecshunabul az it wez, I continud this practis for sum wecs. It wez a subject for studi, and I profited bi the opportuniti hwich it prezented. It pruvd tu be the most unsatisfactori we ev techinj the art ev redinj hwich I ever practist,—and it wez attended with the purest rezults. The buc yuzd wez net suted tu meni hu yuzd it; and meni hu yuzd it, wer net suted tu the yus ev the buc. So, in the fes ev the pius focs hu marveld that a striplinj dard tu ventur tu chanj so old a custum, and espeshalli marveld that a striplinj shud dar tu abandun the redinj ev the nu testament in a scul hwich he tot, I cwit the practis. Nor did I ever afterward yuz the nu testament az a reder, in eni scul hwich I tot. That buc iz tu gud, tu secred tu be yuzd az a clas reder in a commun scul, even if it wer, in uther respects, suted tu the nedz ev thoz hu ar lernin tu red. Thar iz a fitnes in thinjz hwich shud olwez be regarded. Secred thinjz luz much ev thar secrednes, hwen net in secred plesez; and hwen yuzd for purpusez hwich, in themselvz, ar net secred. The hu most rever the bibul, red it the most and the most profitabli, hwen thar mudz ar the most reverenshal. The miscreant redz the bibul hwen thonz mud iz the veri wurst. The wurst scalwagz I ever nod cud hardli be met hwen ech had net a bibul in the pocet—mor than haf worn out bi the much handlinj. The pointer at the corner

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ev the rodz, haz littul valy tu eni ecsept tu thon hu wishez tu go the cors it directs.

Folloiŋ the redin ecsersiz, wez the egzamineshun ev the several pupilz tu lern the degre ev advansment ev ech, the branchez pursud, the nedz, the wonts and the wishez ev ech. At classificeshun thar had bin sum em bi masterz hu had preseded me. At wuns, I classifid thoz prezent az rijidli az possibul—hwich, however, wez a seri grupiŋ ev elements, efen cwit dissimilar in aj and bulc. Az the number in attendans wez smol, I had the mor tim tu tren, dril, and dissiplin. Intu the wurc I enterd with that enthuziazum and that fors ev sedulus applicesshun hwich, in the cors ev events, brot favorabul rezults. Cwietli and persistentli I drild, trend, scrubd and brusht, if I did not polish the duler wunz. Oltho onli sloli—veri sloli, it semd tu me,—the impruvd, the bor the wurc wel; and, becoz ev the espeshal attenshun I bestod upon them, and becoz ev the veri gret ameunt ev wurc I did in consert with them and for them, sun the began tu belev that I had determind tu, if possibul, tec the ciŋes out ev them, rasp of the asperitiz, scour up the ruf surfesez, brush up the neglected parts and mec them apper az wel az the cud; and, ol thiŋz considerd, the mit better be amenabul tu the tretment I wez institutiŋ. Az tim past, advansments wer med—les, a gret del, in the accwizishun ev hwet thar bucs contend, than in hwet ev themselvz the neded tu no and hwet the neded tu be. Vocal jimnastics absorbd much ev thar attenshun, consumd much ev thar enerjiz, and occupid much ev thar tim. Calisthenic manuverz tu develop proper fizec in ech urchin, and such manuverz az semd neded tu help the badli shapt wunz out ev thar deformitiz—engrost ol in the scul. Even the hu wer then olmost modelz in form, becam depli interested, and with zel, practist such calisthenics az helpt them tu becum hwet we neu se them. Az the impruvd in port and men,

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ɑ prȉd and ɑ dɛterminɛshun tu bɛ better, perveded ȍl. Sun thɛ fulli bɛlɛvd in mɛ and in mȉ wɛz ɵv duiŋ; then, tu du, ȍr tu dɛtermindli and persistentli attempt tu du, hwɵt Ɨ prɛscrȉbd, wɛz, with ɛch wun, paramɵunt tu ȍl els. Littul tȉm wɛz wɛsted. In scul, thɛ dilijɛntli studid and drild everi moment thɛ cud; ɵut ɵv scul, thar dilijɛns wɛz, if pɵssibul, grɛter; thar zɛl, mor ardent; thar efforts, strɵŋger. Evolushunz ɵv manuverz tu impruv thɛ fȍrm; calisthenic ɛcsɛrsȉzɛz; vocal jimnastics; thɛ utterans, bȉ rul, ɵv difficult cɵmbinɛshunz ɵv letterz, ɵv sillabulz and ɵv wurdz; thɛ rɛhɛrsal ɵv thɛ prɵminɛnt factorz in thɛ mor impȍrtant and in thɛ mor difficult past lɛssunz, wɛr sɛn and hɛrd hwarɛvɛr thɛz pupilz apperd. Lȉc cɵntɛjun, spred thɛz practisɛz. Hwɵt thɛ did with so much fervor, utherz, nɵt pupilz, trȉd tu du, until, thruɵut thɛ nɛborhud, hwɛthɛr pupilz in thɛ scul, ȍr hwɛthɛr emploid at wurc upɵn thɛ farmz, ȍr in thɛ hɵuzɛz, ȍr in thɛ shɵps ɵv thɛ mɛcanics, thɛ yuŋ raŋiŋ in ɛj frɵm ɛt tu twɛntitu yɛrz, wɛr thuroli ɛnthuzd with thɛ prinsipulz invɛld in thɛ wurc perfȍrmd in thɛ hɵus and upɵn thɛ plɛgrɵund ɵv thɛ district scul. Parents wɛr profɵundli arɵuzd tu ɑ dɛpɛr interɛst in thɛ subjɛct ɵv ɛdukɛshun. Thɛ rɛlativz ɵv thɛ duler pupilz wɛr ɛspɛshalli interɛstɛd, and, in mɛni cɛsɛz, mɛd cɵmmɛndabul ɛfforts and lȍdabul sacrifȉzɛz tu ɛnɛbul parents tu kɛp thar children regulɛrli in scul. Stȍrmi, indɛd, wɛz thɛ dɛ, and urjɛnt, unavɛidabul and sɛrius wɛz thɛ sircumstans hwich hinderd ȍr prɛvɛntɛd ɑ pupil—larj ȍr littul—frɵm apperiŋ at scul ɛrli,—in prɵpɛr cɵndishun, in prɵpɛr plɛs, and thuroli in ɛrnɛst tu wurc. Hwɵt wɛz dun in thɛ sculhɵus and upɵn thɛ grɵund cɵntiguus thartu, wɛz thɛ subjɛct ɵv cɵnvɛrsɛshun bɛyɵnd thɛ limits ɵv thɛ district. Tu sɛ and hɛr hwɵt wɛ did in scul, vizitorz wɛr tu frɛcwɛnt fȍr ɵur cumfort and fȍr thɛ wɛlfar ɵv thɛ pupilz. Numɛrus and prɛsiŋ wɛr thɛ invitɛshunz ɛcstɛndɛd tu thɛ mɑstɛr tu vizit thɛ parents ɵv thɛ children, and tu

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pas a nit in the famili ev such az wer espeshalli plezd with the enthuziazum ev a dul pupil, or with the reform, in mind, mannerz, and interests, ev thon hu had bin an incorrijibul child, or a dissolut relativ. Encurejment and cooperashun apperd in ol hu wer interested and meni an effort tu better the condishun ev pupilz and scul, wez creund with sucses.

So, with wun accord, we wurct—techer, pupilz and emploierz—plezantli and profitabli, eur moldiŋ influens deli wideniŋ and depeniŋ. In the cors ev events, wun ev the trustez announst tu me that, meni ev the older beiz and sum yuŋ men, wer arrenjiŋ tu attend scul, az sun az the otum wurc upon the farmz wez dun, and that eur heus wud be ful. In hiz announsment, he hopt tu elet me; but tu me, hiz stori wez net plezin. For meni yerz, this scul had bin smol,—had net averejd thirten pupilz. Sum yerz befor, a dissenshun amuŋ the emploierz had occurd, and meni ev the discontented wunz had abandund the scul and organizd an independent wun—about a mil awe—hwich pruvd tu be popular, and tu it had gon most ev the children ev the district. But this scul beiŋ the loful organizeshun tu afford public instrucshun, reseevd the muni appropriated bi the stet for the support ev the public scul. Bi this ed, with a moderet tacs per capita ev the pupilz, enuf wez rezd tu afford eni gud techer a moderet salari. Becoz ev the smolnes ev the scul, I had acsepted it. At that tim, mi helth wez so pur that I felt insuffishent tu the discharj ev the dutiz ev a master hu essed tu tech a larj scul. Thoz hu wer arrenjiŋ tu cum wer abuv the ej hwich, bi lo, debard them ev the rits ev pupilz in a district scul. Az a consecwens, the cud net be regarded lejitimet factorz ev the scul; and I wez net oblijd tu acsept them az pupilz.—Farther, that az a techer, I shud be cumberd with the manejment ev yuŋ wimen and yuŋ men, in sum cesez, tu yerz older than I, luct formidabul. It

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invelvd cənsideraſhunz fər hwiſh I had nət bargind,—the rezults əv hwiſh I gratli ferd. Henever, az the indusments əfferd wer wati; az I had a reputeſhun az a master tu mec; and az this ventur wez prezentiŋ elements hwiſh tri the stuf əv hwiſh masterz ar med, I cənsented tu acsept suſh az shud cum, and with them tu del az wel az I cud.— Az the cam, I met them with candor, arranjd fər eſh wurc enuf tu cənsum thonz tim, attended tu the nedz əv eſh az best I cud, and led eſh hwither I wisht thon tu go. The secwel wez a valuabul ecsperiens tu me. In it, I lernd that betwen a lad əv nintən and yuŋ wimen and yuŋ men əv twentitu, the releſhunz əv teſher and pupilz mit subsist entirli harmoniusli,—even if the yuŋ wimen and yuŋ men wer rustic born and inurd tu that cors əv lif tu əfen met amuŋ thoz in the pursut əv welth in the lin əv agricultur; and that in thez releſhunz, eſh mit wurc most devotedli fər the welbeiŋ, impruvment and cumfort əv the utherz. Sev wuns, no discord happend betwen miself and a pupil larjer than I. This discord durd onli fər a fu minits. The sircumstansez wer az fəlloz: A lad əv fiften, carlesli ər intenſhunalli, pusht the top stics frəm the pil əv wud in frunt əv the stov, hwil I wez conductiŋ a resiteſhun in trigonemetri. Az the neiz wez a considerabul, I turnd tu lern the coz əv it. The bei hu did it wez an ecsellent fello, onli he lict fun so wel that he sumtimz med mor neiz than I wisht tu her. Seiŋ nuthiŋ, I advanst toward him, graspt him bi the sholder and set him upon the stic az it le upon the flor,—a tirsum set fər eniwun—littul ər larj. In loeriŋ tu hiz set, the bei med veri littul rezistans;—ined, he acsepted the punishment az a thiŋ wel merited, and shod hiz gladnes that it wez nət wurs.—But, tu sit upon that stic liiŋ flat upon the flor, pruvd veri uncumfortabul and nesessitated meni a hitch tu relev tird parts and tu nuli adjust utherz. At the plit əv the bei, a larj, brəd-sholderd, swərthi fello

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drest in a nu sut ev linsi-wulsi, hu had bin in scul onli a de, laft rit out, and attempted tu mec sport at the situe-shun ev thinz. At hiz behevyor, meni a fes flusht, meni a lip cwiverd, and meni a countenans lenerd. Lucin sternli in hiz fes, I sed: Unles yu wish me tu set yu bi that bei, yu wil better attend strictli tu yur wurc.—In a sort ev defiant, mischevus we, he sed, I dont belev yu cud du it.—Instantli, in that matter, I chenjd hiz belef,—he cud hardli tel hou. He sat upon wun ev the larjer benchez bi the desc, with hiz fes toward the wol, and hiz legz under the desc. Tu se the bei, he had turnd hiz fes and the upper part ev hiz trunc toward the sentral part ev the rum. In macin hiz replì tu me, he sloli and with a banterin ar, so turnd that agen he fest the wol. Hardli had the last wurd escept hiz lips, hwen, with firm steps, holdin in mi rit hand the big ruler hwich had bin servin me so wel in mi wurc upon the blacbord, I hestili advanst toward him, and, az he wez macin an effort tu turn himself upon the bench tu mest me az I cem, I sezd him bi the collar ev hiz vestur, cwicli and forsibli drod him acres the bench, forsibli pusht hiz hed toward the flor until he wez oblijd tu yuz both handz tu cep hiz fes frem stricin it, and so vigorusli plid the big ruler tu the most prominent part and elshwar, that hiz strength wez sun egzosted, hiz spirit for fit subdud, and hiz fram so limp that he cud hardli cep hiz hed frem the flor. At that junctur, I forsibli drod him frem hiz sitin-ples,—dragd him tu the wud pil and, upon a stic besid the bei, with a forsibul effort, I plest hiz limp carcas, with mor ez, but with veri much les gres than I befor had that ev the lad fiften yerz old. And glad, inded, wez he tu tri tu sit upon the stic, hwen plest thar. In this act, he wez med tu no, bi a serri ecsperiens, that tu offend a sculmaster, even if onli a bei, wez oltugether a serius matter, and attended with grev and penful consecwensez.

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Az I ɛturnd tu mi wurc upon the blacbord, a harti appruval ov hwot I had dun, bɛmd from meni a countenans. Meni sɛmd tu farli egzult in the affar, and in the we it terminated. The necst mornin, for mi determineshun tu compel obɛdiens, if it cam not ov luv or ov a proper rɛspect for thon hu wɛz in otheriti, a harti compliment I rɛsɛvd from the trustɛz; and worm encurajments from meni emploierz. The fello himself sɛmd tu appruv the cors pursud. At wuns, he began tu applì hiz mind tu studi; and, bɛsidz adin a considerabul ov better stuf tu hiz stoc ov mannerz, he lernd sumthin ov arithmɛtic, rɛdin and ritin, and bɛcam a dounrit gud sitizen, ov huz mannerz I never hɛr a complant.

At that tim, I wɛz an ardent student ov elocushun and oratori. That I enthuzd intu mi pupilz a littul ov that hwich so complɛtli engrost me and actuated me so much ov mi tim, wil not surprìz eni hu ar verst in the prinsipulz ov sìcoloji, and scild in the art ov tɛchin. Meni ov the pupilz wer cɛnli susseptibul tu the contajun,—oltho, in that scul, the prinsipulz ov orthoɛpi and elocushun had bin sorli neglected. Meni mor wer ɛzili interested in hwot so sun aded a grɛs and a charm tu thoz hu bɛcam devotɛz ov mi favorit art, and tu mi uninterrupted practis. At first, bi the pupilz and emploierz, mi spɛch wɛz rɛgarded od and pɛdantic, and mi utterans stif, rijid, and impracticabul. But, az from me, the herd onli that hwich, tu them, at first, sɛmd od and pɛdantic; and az the susseptibul fu hu accwird the oditi and the abiliti tu grɛsfulli, yufoniusli and effectivli sillabɛt and articulat the longest and the most difficult wurdz, sun ɛvinst cwolitiz hwich eniwun mìt wel dɛzìr; and az the dali—olmost ourli—rijid dril ov the duler wunz and thoz huz spɛch wɛz espeshalli ocward and folti, rɛzulted in the cur ov meni dɛfects and in the impruvment ov the utterans ov everi wurd the spoc, rɛzistans tu the od and pɛdantic spɛch and

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tu mȉ mod ev utterans, sun wecend and past awa,—tu giv ples tu a dezȉr tu be drild in the art ev utterans and tu be indectrinated in hwet we neu dignifȉ bȉ the term foneloji. Thus I cam intu a frutful seil for the cultiveshun ev spech bȉ the fonic methud; heu wel I tild it and the rezults ev mȉ lebor, the secwel wil, in part, at the lest, sho.

At first, rijidli, everi wun wez recwȉrd tu preperli proneuns everi wurd thon spoc. The tasc wez arduus and efen recwȉrd much car and grat egzershun. In sum casez, meni ev the attempts, even for a leŋ hwȉl, pruvd abortiv. But, the urjiŋ ev the techer under carful and encurajiŋ direcshunz and the persistent efforts ev the pupilz, overcam meni thiŋz hwich, at the beginiŋ, bȉ pupilz and parents, wer regarded insurmeuntabul,—tu the ineffabul delȉt and lastiŋ gratitud ev mor than wun fend muther hu wud hav barterd her juelz for the cur ev the defects in spech ev a darliŋ efspriŋ. In fevor, the methud grod, and in the practis meni so progrest that, hwet at first wez regarded a strand, rijid, inflecsibul, pedantic spech, becam the standard at hwich ech eind, and tu hwich most attend; and hwet at first wez regarded a lebord, studid, go-bȉ-rul utterans, becam, in the estimeshun ev ol and in the meuthz ev meni, a gresful, velubul, ezi, plezin ecspreshun, the attenment ev hwich wez gretli tu be dezȉrd, and wez wurth eni ameunt ev lebor hwich the purches ev it mȉt cost.

Nor did the effort tu impruv the spech, step with the pupilz; meni an adult med commendabul efforts in vocal jimnastics and in calisthenic drilz, tu attan tu a better utterans, and tu a broder ecsperiens ev the yus ev spech. A larjer and a better vocabuleri ev wurdz cam intu yus; old and corrupt formz ev ecspreshun wer abandund and a hȉer valu wez set upen gud redin matter and the better wurcs ev the best othorz. Nor hav the dimiŋ, wariŋ,

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abradiŋ visissituḏz ev forti yerz effast hwet wez then accwird, nor crouded from the memori hwet wez then indoctrinated. The gre-hard matrun, tude, ꝑ not, az she fondli dandulz and caresez her grandchild, utterz tu thon her plentiv, suthiŋ, enderiŋ tonz, egzactli in the acsents ꝑ tot her; and the muther ev the sam infant siŋz tu thon in the sam stil ev utterans ꝑ tot her muther; hwil the grandfather, tude, ꝑ herd, in hiz othz and profaniti, with such clernes and veluḏbiliti ev flo, adheriŋ tu that sam presizhun in utterans and that nisseti ev dicshun hwich, forti yerz ago, ꝑ tot him, that ꝑ wez mad tu fel that a holsum treniŋ in utterans and orthoepi rebz even profaniti ev mor than haf its viruḏlens and sevz tu the persun hu induljez tharin, a degre ev respect hwich, efen, thon hardli dezervz.

The scul abounded in pur rederz, in corrupt pronunshieshun, in indistiŋct sillabiceshun, in folti articuḏleshun and in sluvenli utterans. The spech ev the puḏpilz wez net wurs than that ev thoz hu sent them tu scul. Ov cors, az the had herd utherz spec, so spoc the. Az a consecwens, the folts the practist wer ev meni cindz. Besidz the folts hwich wer liŋgeriŋ consecwensez ev an attempt ev the Dutch hu erli settuld in this valli, tu spec Iŋglish without proper instrucshun in the essenshalz ev our spech, meni ev thoz pecuḏliaritiz hwich, at that tim, so shurli apperd az glariŋ folts in the spech ev everi yaŋce, abounded her. From the yaŋce master hu preseded me, the puḏpilz had lernd tu se cieu for ceu; cieunti for counti; Massichushits for Masachusets, and a leŋ list ev uther abominabul pronunshieshunz; and, in specin, the most ev them had accwird much ev that flat yaŋce drol hwich then so glariŋli caracteridz the utterans ev the pedageg and the pedler hu bosted a puḏritanic birth.

Az thru redin, ol ecspect tu accwir the most ev hwet the hop tu lern; az gud, artistic rediŋ iz wun ev the hiest and most yusful accomplishments hwich can gres a persun;

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and, az a clɛr, distiŋct, ful, velʊbul utterans ɵv the wurdz wun spɛcs, iz the most potent factor ɵv eniwunz eduqeshun, the most effectiv elɛment in the intercors ɵv men, the most teliŋ, the most agreabul and the most winiŋ fɛtʊr ɵv ɷl hu profit bɨ goiŋ tu scul, I, at wuns, began the techiŋ ɵv the art ɵv redi ŋ with a zɛl hwich compeld attenshun and inshurd, at the lɛst, favorabul rɛzults. Ɵv cors, mɨ first efforts wer addrest tu thoz hu wer the most nɛdful ɵv that hwich I hopt tu accomplish bɨ mɨ art. Thon hu hops tu win the confidens, the appruval and the coopereshun ɵv ɷl, and tu achɛv the best rɛzults az a techer, me wel sedʊlusli and untɨriŋli applɨ thonz scil tu the tʊtoriŋ, driliŋ, treniŋ and dissiplini ŋ ɵv the duler wunz in the scul thon techez. If thon sucsɛdz in gretli impruviŋ thɛz, thon wil sɛ that the brɨter wunz, at the lɛst, cɛp pɛs in the progres. Besɨdz, tu the credit ɵv a techer, and the establishiŋ ɵv thonz wurth and fɛm, the acnoledjment ɵv the effectiv servis thon haz renderd in techiŋ, moldiŋ and rɛformiŋ a siŋgul dul pupil iz wurth mor than ten tɨmz the sɛm effect rɷt in a brɨt wun: it iz mor prɛzwurthi and it ɷlmost never fɛlz tu win the rɛwɷrd it merits.

Prominent amuŋ thoz hu, in this scul, nɛded espeshal attenshun, wɛz a streŋ, burli, bucsum las mor than haf wɛ up her tɛnz, hu wɛz the dred ɵv everibɷdi. Her brɷd fɛs; brɷd mouth; prominent noz; hɨ fɷred; and ful, blac ɨz, the hwɨt ɛrɛa ɵv hwich wɛz brɷd and glisiniŋ, told ful wel that she did not bac doun, couer ɷr crab-out hwen difficultiz wer met; bɛ hwɷt wud bɛfor her, she went tu the end. She wɛz not so wiced; but, she lɨct fun and frɛlic, ruf laŋgwɛj and ruf sport, rud mannerz and ruder cumpani, hilariti and rɷmp; and she did not hezitat, if the occazhun prɛzented, tu tac part in a dounrɨt fɨt,—and, hwen she essad tu fɨt, she never stɷpt until she pruvd herself not onli the victor, but entɨrli master ɵv the situɛshun ɵv hwɷt rɛzulted. She wɛz mutherles and, at hom, she wɛz badli

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envirund—espeshalli with such az shud simpathiz with her in her trubulz or so direct her that she abandund rud sports and bad mannerz and shund the cumpani ev the vishus. She efen met such az encurajd her in the ruf, rud cors she wez pursuiŋ and in the dissolutnes for hwich she pezzest so streŋ a propensiti. She semd tu egrejiusli delit in sleuchines; nor did she hav that propensiti tu yuz water and sop hwich duz so much tu enrich the charmz hwich jeneralli gres wel-bred lasez ev her aj. And yet, she wez net lazi. The heviest wurc she wiliŋli performd; and, if it wez a littul dirti, a littul sleppi, a littul smeri or a littul nasti, it semd tu her the mor invitiŋ. A rent or a tar in eni garment she wor, she regarded altugether ornamental; and the mor unfavorabul, the mor danjerus the sit ev the tar, the mor ornamental she regarded it, and with a better gres she displad it.

At scul, she wez the terror ev meni. The techerz hu preseded me, I wez informd, wer espeshalli glad hwen she did net apper amuŋ the pupilz. Tu manaj her, at first, recwird mor wurc, tim and peshens, than tu manaj al utherz beloŋiŋ tu the scul. In attendans, she wez veri irregular. If she cud find an ecscus ev eni sort, for staiŋ at hom, or for goiŋ elshwar, she wez absent from scul. Az a consecwens, she had accwird veri littul neledj ev the contents ev bucs—altho wel informd and profoundli scild in al the trics, praŋcs, jocs and ruf mischif ever practist in a district scul. Tu eni clas, she wez a hindrans and a harm,—if net a deunrit nusans. Az a consecwens, she resited—after her fashun—alon. The resitashun wez an entertenment fondli antisipated bi al the rogz in the scul, and efen it afforded elements ev merriment hwich wud hav provoct a laf in the most stoic.

In redin, she wurct in wez hwich, in me, reuzd the profoundest wunderment. The attempt tu correct her spech wez attended with dirful rezults,—for, ev wit, she had an

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abundans—a super-abundans—hwil her wont ev self-respect and ev respect for utherz, indust her tu yuz it in eni direcshun and upon enithiŋ hwich wud accomplish the most tu further her purpus, or enrich her interests. Mor than wuns, in her attempt tu utter a wurd az I utterd it az a pattern for her yus, she rouzd in everi pupil in the hous, ol the lafter hwich thon, under the most ecstrem preshur, cud effect; nor did I mentan the graviti hwich, the se, ot, at ol timz, tu apper in a techer. So, the wurc ev correctiŋ C in her utterans and in her jeneral behavyor, woz a wurc richli dreded; and, bi eniwun, woz attempted az seldum az possibul. But, her folti spech, her rud manners, and her corruptiŋ behavyor, I wud not endur. So, ev them, so far az I cud, I attempted tu cur her,—an oful and olmost hoples undertaciŋ, I admit. Tu du it, I must, ev cors, begin at the hart. I must tec pozzeshun ev her mind, so tu spec; shec it up, az it wer; mec activ facultiz hwich wer latent,—undevelopt becoz ev wont ev proper ecsersiz; and, if possibul, direct it in channelz in hwich it wud met the elements hwich wud stimulat and develop a groth ev hwot I dezird, and mec streŋ and enduriŋ thoz elements hwich ar the spriŋz ev holsum emoshunz, ev self-respect and ev respect for utherz.

Az larj az she woz, she woz rediŋ in the third reder (Sanderz first seriz); or, at the lest, that woz the buc hwich she handuld, efen tu the ineffabul delit ev ol the mischifliciŋ wunz in the scul. Wun morniŋ, az she woz cold tu resit, she semd tu be unyuzhualli ful ev her peculiaritiz; and meni, I notist, semd tu be unyuzhualli attentiv tu her antics—doutles, becoz bi her conduct befor the coliŋ ev scul, the so that she woz wel beginiŋ the de for a hi displa ev thoz cwelitiz for hwich she woz so wel noted. She red, in her we, a fu linz ev the pes entituld, The Diiŋ Boi, hwich in her reder stud az folloz:

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It must bɛ swɛt, in childhud, tu giv bac
Thɛ spirit tu its Macer, ar thɛ hart
Haz gron familiar with thɛ pathz ev sin,
And son—tu garner up its bitter fruts.

Ɨ nu a bɛi huz infant fɛt had trɛd
Upon thɛ blɛssumz ev sum seven spriŋz,
And hwen thɛ ɛtth cam round, and cold him out
Tu revel in its lit, hɛ turnd awɛ,
And sot hiz chamber tu li doun and di.
'Twɛz nit—hɛ summund hiz accustumd frendz,
And, on this wiz, bɛstod hiz last bɛcwest.

"Muther, Ɨ'm diŋ nou!
Thar'z a dɛp suffocɛshun in mi brest,
Az if sum hevi hand mi buzum prest,
And on mi brou
Ɨ fɛl thɛ cold swet stand;—
Mi lips gro dri and tremulus, mi breth
Cumz fɛbli up. O, tel mɛ, iz this deth?
Muther, yur hand—
Hɛr—la it on mi rist,
And plɛs thɛ uther thus, bɛnɛth mi hed,
And sɛ, dɛr muther, sɛ, hwen Ɨ am ded
Shal Ɨ bɛ mist?

Never bɛsid yur nɛ,
Shal Ɨ nɛl doun agen at nit tu prɛ,
Nor with thɛ mornin wɛc and siŋ thɛ la
Yu tot mɛ.
O! at thɛ tim ev prar,
Hwen yu luc round and sɛ a vacant sɛt,
Yu wil not wat then for mi cumiŋ fɛt—
Yu'l mis mɛ thar.

Father, Ɨ'm goiŋ hom!
Tu thɛ gud hom yu spoc ev, that blest land

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Hwar it iz wun brit summer, ol wez bland,
And stormz du not cum.
I must be happi then.
From pen and deth yu se I shal be fre,
That sicnes never enterz thar, and we
Shal met agen!

Bruther, the littul spot
I yuzd tu col mi garden, hwar loŋ ourz
We'v sted tu wetch the cumiŋ budz and flouerz—
Forget it not!
Plant thar sum becs or pin,
Sumthiŋ that livz in winter, and wil be
A verdant offeriŋ tu mi memori,
And col it min.

Sister, mi yuŋ roz tre
That, ol the spriŋ, haz bin mi plezant car,
Just putiŋ forth its levz so gren and far,
I giv tu the.
And hwen its rozez blum
I shal be gon awe, mi short lif dun;
But wil yu not besto a siŋgul wun
Upon mi tum?

Non, muther, siŋ the him
Yu saŋ last nit; I'm weri, and must slep.
Hu wez it cold mi nam? Ne, du not wep,
Yu'l ol cum sun!"

Morniŋ spred over erth her rozi wiŋz,
And that mec sufferer, cold, and ivori pal,
Le on hiz couch aslep. The jentul ar
Cam thru the open windo, freted with
The odorz ov the luvli spriŋ;
He bredhd it not; the laf ov paserz-bi,

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Jard, lic a discord in sum mornful tun,
But wurrid not hiz slumber. He wez DED!

Az badli az she did the wurc, tu her surpriz and tu the surpriz ev ol, ⸸ thinc, ⸸ efferd, at first, no correcshunz. But, hwen a sutabul poz wez recht, ⸸ modestli and complesentli asct her attenshun tu me hwil ⸸ shud red the pes. Cwicli and gud-yumordli she poct the buc rit at me, in a we hwich stird meni tu lafter. Az she pited herself for hwetever mit fello; and az she med her countenans rediant with the ecspreshunz hwich yuzhualli preseded and accumpanid a displa ev her best efforts, compozedli, deliberatli and patheticli, ⸸ red the entir poem. Hwen dun, ⸸ sloli turnd tu luc at mi pupil, huz fes apperd az nun had ever sen it luc befor. The fit for hwich she had pited, wez wejin fersli in her brest. The elements with hwich she wez contendin, engajd her pouerfulli. Convulsiv muvments hevd hi her stren, hevi buzum. A tremor shuc everi member ev her bodi. The piteus ecspreshun ev her distorted feturz, brot terz tu the iz ev meni. The dust upon her cheecs wez brodli furrod bi the torrents hwich desended. Thru the flud hwich yet fild her iz, she gezd intu mi fes, with ecspreshunz hwich wer, at wuns, interrogeshunz, entretiz, imploreshunz and dezirz tu find sum ples for a temporari solitud. Az she gezd at me, ⸸ sed, C, thar iz a tim for everithin: thar iz a tim tu be born; thar iz a tim tu be nurst bi parents and frendz; thar iz a tim tu ple and tu frolic az we pas thru childhud; thar iz a tim tu resev instrucshun and trenin tu impruv the cors ev lif; thar iz a tim tu prepar tu be yusful tu thoz with hum we assoshiet; and thar iz a tim tu di. Much les duz it matter at hwet periud that tim cumz than hou the persun livz and hou thon yuzez thonz oppertunitiz tu impruv thonz bein so that hwen it cumz, thon me depart without regret, and, in thonz deth, lev a void hwich wil be

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sadli but holsumli felt bȯ ȱl hu no thon. The remembrans ev such iz swetli der tu ȱl hu no them; and the influens ev such, even after the ar ded, moldz the lȯvz ev the living and mecs them better.

C carrid no hanjercchif. Hwen utherz wud yuz such, she yuzd the scirts ev her garments. Just then, a stronger sȯ hevd her huj buzum; a mor profound convulsiv muvment shuc her frem, and, in her aprun, she berrid that fes hwich hithertu had defȯd everithing prezented, and semd tu be flinti enuf tu stand agenst enithing hwich mȯt be eppozd. Nor wez the effect ev hwet happend during thoz moments les, sev in degre, upon several uther miscreants hu wer attentiv tu the sen. Ȱltho addrest espeshalli tu C, a holsum lessun, inded, did it pruv tu ȱl.

Subsecwentli, I had littul trubul with C. Dul she wez tu accwȯr and slo enuf wez she in overcuming her folts and her mischevus, cleunish wez. But, sedulusli she trȯd and gretli did she impruv. At wuns, a hanjercchif she began tu carri, and for it she had frecwent yus. And az clen wez it, and az tȯdi wer her garments, az a landres cud mec them. Tu lern tu red wez her most ardent dezȯr; and, at efforts in this direcshun, she spent much ev her tȯm. Tu lern tu red, at scul she wuret; at hom she wuret; hwarever she went, she carrid her buc and wuret at reding. Nor did she fel ev progres in this studi; perhaps, in the scul, fu med mor jenuin progres in reding than she, nor felt mor the benefit ev hwet ech gend. Gretli plezd wer her relativz in the chenjez rȱt. Net mor plezd wer the, henever, with her impruvment in reding and in uther branchez tȱt her, than with the chenj rȱt in her hart,—az manifest in her mannerz, her test, the cumpani she selected, and the thinz hwich engrost her mȯnd. Veri gretli did the valu the efforts hwich had bin sucsesful in leding her eut ev the wez ev rufnes, uncuthnes and dissolutnes.

Ȱ fu dez after C began tu reform, I wez siting, during a

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part ev the nun reses, upon the ruts ev a larj oc in the forest, surrounded bi such pupilz az wisht tu be with me and delited in hering me red from a buc—a wurc on elocu-shun and oratori—hwich, at that tim, I almost constantli carrid; or, tu red from uther bucs, such pesez az the selected. I had not yet notist that C wez with thoz hu wer ner me. At a convenient sezun, C stept forward, ecstending in her hand her buc opend at the ples at hwich beginz the poem entituld, The Strem ev Deth, saing, Master, wil yu plez red that pes? I thinc we wil al be plezd tu her it.—The poem wez az folloz:

Thar iz a strem huz narro tid
The non and unnon wurldz divid,
Hwar al must go:
Its wavles waterz darc and dep,
'Mid sullen silens, downward swep
With monles flo.

I so hwar at that dreri flud,
A smiling infant pratling stud,
Huz our wez cum;
Untat ev il, it nerd the tid,
Sunc, az tu creduld rest, and did,
Lic going hom.

Follod with langwid i anon,
A yuth, dizezd, and pal, and won;
And thar alon
He gezd upon the leden strem,
And ferd tu plunj;—I herd a screm,
And he wez gon.

And then, a form in manhudz strength,
Cam busling on, til thar at length
He so lifs bound;

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Hɛ shruŋc and rɛzd thɛ bitter prar
Tu lɛt,—hiz shrɛc ɵv wȯld dɛspar
Thɛ wɑterz dreund.

Necst stud upɵn that surjles shor
Ɑ bɛiŋ bɵud with meni ɑ scor
Ɵv tɵilsum yɛrz.
Erth-bɵund and sad hɛ left thɛ baŋc,
Bac turnd hiz dimiŋ ȯ,—and saŋc,
Ɑ! ful ɵv tɛrz.

"Hɵu bitter must thȯ wɑterz bɛ,
O Deth! Hɵu hard ɑ thiŋ, ɑ mɛ!
It iz tu dȯ!"
I muzd,—hwen tu that strɛm ɑgen,
Anuther chȯld ɵv mɑrtɑl man
With smȯlz dru nȯ.

"'Tiz thɛ lɑst paŋ," hɛ cɑmli sed,
"Tu mɛ, O Deth! thɵu hast no dred—
Sɑvyor, I cum!
Spred but thȯn ɑrmz ɵn yɵnder shor—
I sɛ!—yɛ wɑterz, bar mɛ o'r!
Thar iz mȯ hom!"

Perhaps it iz hɑrdli wurth hwȯl tu stɛt that, in thɛ rɛdiŋ ɵv it, I did mȯ best. Upɵn C, thɛ effect wɵz mor than I cud ecspect. Nɑr les holsum wɵz thɛ effect upɵn sum utherz. Wɛ red no mor durin that rɛses,—and, ɑltho wɛ liŋgerd lɵŋ upɵn thɛ spɵt, fu and sɵlem wer thɛ wurdz hwich eni wun utterd.

Subsɛcwentli, C ɵfen brɑt pɛsɛz hwich shɛ dɛzȯrd mɛ tu rɛd; and, nɵt infrɛcwentli, shɛ ɑsct that shɛ mȯt rɛd ɑ pɛs, under mȯ gȯdɑns, ɑfter I had red it. I rɛcɑl ɑ sɛn, duriŋ ɑ rɛses, in hwich shɛ ɑsct mɛ tu rɛd, and then gȯd her in thɛ rɛdiŋ ɵv, thɛ pɛs entȯtuld,

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The Nu Yer.

Godz vast egzistens ne'r decez,
  Ej never dimz Hiz brou;
Past, prezent, futur, in Hiz sit,
  Ar wun eternal NOU.

Man mezhurz out hiz fletiŋ stat
  Bi moshunz in the seiz;
And, lic hiz on frel garments, warz
  With everi our that fliz.

Sucsessiv moments mec our de,
  Sucsessiv munths our yerz;
The moments past wil ne'r return,
  Tho sezunz lic apper.

Stil a nu spriŋ shal bles the erth,
  And a nu harvest riz;
But the last yer shal ne'r agen
  Revizit mortal iz.

Old Tim with hiz cen-peinted sith,
  Devourz the lif ov man;
Our periudz lesen with the our
  Hwen beiŋ first began.

Ech yer fulfilz sum nu event
  Heven loŋ decred befor;
Remuvz unnumberd livz awe,
  And givz unnumberd mor.

Sun shal the appeinted anjel stand
  O'r erth, and ar, and se,
And swar bi Him hu ever livz,
  Tim shal no loŋger be.

Then shal the leg ov natur ses,—
  The sun fersec hiz we,

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And munths and yerz thar mezhur luz
In wun eternal de.

At the ecsellensi ev her renderiŋ ev it, I wez gretli surprizd and so wer meni utherz hu herd her red it. Her effort evinst that, upon the pes, she had bestod a del ev thot, studi and peshent labor thru meni a de, and that, olredi, she cud cwit artisticli and effectivli red it.

The chanj rot in C, wez net efemeral. It haz bin az endurin az it wez profound. Thirti yerz after, hwen her children had grod tu adultnes and hwen she had effishentli and veri commendabli strugguld with the elements hwich tri the stuf ev hwich mortalz ar med, I met her. Her net, tidi, dignifid apperans and her polit, commandiŋ addres, wer stricin and veri impresiv. Az sun az the formalitiz ev the occazhun had past, she began tu remind me ev the events ev the dez hwen she wez mi pupil, the joius eurz she spent in scul; and, espeshalli, the happi, helpful, holsum moments she spent in lerniŋ tu red. In her pathetic resital, she recold meni an enderiŋ sen and meni a lastiŋ ecsperiens gand hwil rediŋ duriŋ reses beneth the sprediŋ bouz ev the old oc trez. Az she toct, she med me liv agen meni ev the veri der, the choisest and the most cherisht eurz ev mi erli lif. Nor did the remembrans ev them sem les frutful ev joi and satisfacshun tu her. Even her children, az the lisend tu the pathetic resital, semd tu be carrid bac thru the yerz tu shar with us hwet had bin eur delit yerz befor the wer born.

In the scul, utherz thar wer in hum the chanjez rot wer littul les than thoz in C. But, in them, the contrast ev the persunej after reseviŋ the moldiŋ influens ev this wurc ev art, tu that ev the persunej prior thartu, wez net so stricin, espeshalli tu a cazhual obzerver. Les boisterus and cors naturalli, the subduin, melloiŋ, refiniŋ, ecspandiŋ effect ev a dril and a treniŋ in that hwich iz the most potent tu subdu the flinti, ruf, uncuth hart, did net stand

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out in relef so bold nor attract the untrand obzerver so strongli. Tu the scild obzerver hu woz in clos contact with them, the effect woz scarsli les teling.

In that scul, hwen reding had becum popular and wel appruvd bi the parents ov thoz hu red, tu afford mor latitud in the labor in this lin, and tu afford eni hu mit wish tu lisen tu the reding dun bi the pupilz, an opportuniti so tu du, the afternun ov ech Saturde woz devoted tu ecsersizez in vocal calisthenics and tu ecsersizez in reding. For the wurc ov thez afternunz, besidz such pesez az mit be selected bi the techer or the pupilz, from the rederz yuzd, ech pupil woz allond tu offer eni selecshun hwich thon wisht tu red befor the scul or such a selecshun az thon wisht tu her the memberz ov the scul red, upon the condishunz that the persun offering the selecshun must first red the pes; then, this reding wez the subject ov critical remarcs, tu be follod bi the reding ov the selecshun bi eni wun or bi everi wun hu felt dezirus and competent tu red it artisticli; or, bi eni wun hu, bi pupil or techer, mit be asct tu red it. Ofen, thez selecshunz wer ecsewizit, and veri commendabli renderd bi thoz hu offerd them. Olwaz the pupilz evinst ernest, persevering efforts tu lern tu red wel and tu mac a commendabul impreshun upon thoz hu so and herd them red. Amung thez selecshunz apperd not a singul pes hwich even sevord ov friveliti or buffuneri. Oltho the most ov the selecshunz wer in poetri, meni ecsellent pesez ov proz wer offerd, sum ov hwich wer wel renderd according tu the rulz ov art, and had a commendabul effect upon thoz hu herd them.

In the Saturde afternun ecsersizez in calisthenics and in reding, much interest woz manifest bi thoz huz children tuc a part, and bi utherz. Vizitorz wer numerus—sumtimz the hous woz fild. Critisizumz—jeneralli frendli—wer plentiful, and ofen veri cen and veri pertinent. Ined, thru the wurc dun in reding and in practical mathematics,

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so much interest senterd in the old sculhous bi the rodsid ner the forest, that the oppozishun scul hwich, sum yerz befor, had bin organizd in Hedcworterz (nou Grover), and had bin so veri popular under the veri wiz and veri ecsellent manajment ov a Mis Brush, a Conneticut yance ov wid ecsperiens and ecscwizit scil in guvernin and techin, fel intu shado, flagd in spirit, dwinduld in numberz, and did. Sins, ol the techin in that district haz bin dun ether in the old bildin in hwich our littul band operated, or in the nu bildin hwich standz les than a hundred yardz est ov the sit on hwich the old wun stud.

Mi efforts tu tech American sitizenz ov African desent, wer never veri satisfactori tu miself—perhaps tha wer much les satisfactori tu everiwun els.—In this scul wez a femel cwodrun about eten yerz old,—ov medium hit and simmetric proporshunz,—hu ecseld in redin,—espeshalli in that fez ov the art in hwich imiteshun and mimicri effect most. In the prinsipulz ov redin, she becam depli interested. After the manner ov anuther, she red with amazin effect. In imitatin the idiosincrasiz ov thoz hu red, she semd tu outdu eniwun she attempted tu mimic. Inded, it wez a dredful—a ferful—thin tu be handuld bi her, in her attempt tu sho the folt or folts ov thon hum she critisizd. And yet, she did the wurc with that gres hwich provoct onli cordial felinz and proper respect. She wez a veri lash tu the lazi, sluvenli reder; a dreded prob tu a pompus, lofti, ari manner; a cen bisturi tu an affected veis,—a nazal twan, a hi screchin or a shril veis, or a pectoral reverbereshun. The hiest pitch, she cud ezili rech; and so lo she cud go that wun wunderd hwether it wer possibul for eniwun tu go loer; hwil ol hwich le betwen thez ecstremz, wez ezili at her command. Sertinli, in abiliti tu handul her veis, she wez, inded, a marvel. And she ofen surprizd us in the ecsellensi ov the cwelitiz ov the selecshunz hwich she med and in the ecscwizit ecsellens

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ev stil in hwich she renderd them. A passej ev scriptur she red with veri reverenshal, if not with apostolic, gras.

Betwen the rederz in yus in thoz dez and thoz non found in the public scul, the differens iz wid. That ecsellent seriz ev rederz prepard bi Lindley Murray wez giviŋ ples tu the ecwalli ecsellent seriz prepard bi Profesor Sanders. Hwether Murrayz or Sandersez rederz wer yuzd, matterd littul. Both abounded in the proper cind ev stuf tu tren the child in utterans, tu fil thonz mind with lofti idealz, tu refin the hart, tu impruv the test, tu polish the mannerz, and tu evolv the pupil intu a dutiful, nobul, filanthropic sitizen.

Meni ev the rederz non plest in the handz ev the pupil, ar compozd, for the most part, ev selecshunz hwich ar, at the best, merli parts ev novelz; liz slicli told; fabulz the moralz ev hwich ar corruptiŋ; and storiz empti ev truth, but, rich in elements hwich can onli deprev the hart, corrupt the mannerz, encuraj dissolutnes, disonesti, vis and crim, and foster thoz groths hwich ar inborn in the mind ev thon hu iz licli tu be sun a candidet for the purhons, the lunatic asilum, or the stet prizun.

Respectiŋ the matter ev hwich the modern scul reder iz mad, thar ar grav rezunz for alarm. Hwet the pupil redz hwil in scul, influensez thon az loŋ az thon livz; if the matter techez virtu, it elevets the reder and, thruout lif, helps thon in thonz struggulz tu atten tu a hi ideal, and becumz a defens agenst thoz sofistriz, allurments, and corruptiŋ influensez hwich so thicli hedj the wesid ev everi mortal; if the matter iz wontiŋ in thoz elements hwich elevet the beiŋ in the scal ev moralz—if the matter abeundz in ficshunz, in storiz, in dessets, in liz,—in telz ev the dissolut and ev the corrupt,—it deprevz the moral element ev the reder, cwicenz and develops innet corrupt tendensiz, fosterz hwetever iz evil in a pupil, and adz in evolviŋ thon intu a sitizen hu wil illi gras the stet hwich

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secqrz tu thon an edqcaeshun, hwich, perhaps, mor than ol els, determinz thonz status in sosiati. Let nowun be deseevd: in edqcatiŋ, thar iz no ground ev nqtraliti: in the cors ev lif, thar iz no plan hwich iz perfectli level; az we progres, ether we assend or we desend,—we gro better or we gro wurs,—we increes in virtq or we increes in vis. Hou oful, then, the responsibiliti ev thon hu directs the first steps in lif!—hu furnishez tu the mind ev the pqpil thoz thiŋz hwich encuraj thon in thonz efforts tu assend tu nobulnes, and tu help thon tu a hi stej ev manhud: or thoz thiŋz hwich, from the veri first, tend tu cwicen and develop hwetever badnes chansez tu form a part ev thonz beiŋ,—tu stimqlat and nurish thoz tendensiz hwich olredi ar fast at wurc in bildiŋ a beiŋ hu wil disgres the veri stet hwich thon ot tu enor, support and adorn. Techer, and yu hu mac rederz for the sculz! yurz iz a serius—an oful tasc! —In yur wurc, thar iz nuthiŋ passiv,—nuthiŋ nqtral. Hwetever yu du,—the lest, az wel az the larjest, thiŋ—tendz tu ed, tu encuraj, tu direct the pqpil in assendiŋ the plan ev virtq; or tu ed, tu encuraj, tu hesen thon in the desent ev the plan ev vis.

In the uther branchez ev lerniŋ tot in district sculz, most ev the pqpilz progrest az favorabli az the did in rediŋ. Gud yus we med ev the blacbord. Net alon for instrucshun in mathematics did we yuz it. It servd az wel in giviŋ instrucshun in the art ev droiŋ maps; in the art ev perspectiv, etc., etc. Ⅰ veri wel handuld the choc in fashuniŋ a map, a tre, a heus or the profil ev a persunz fes. Mi redines in the yus ev the choc indqst utherz tu tri. Meni stqdents ev jeografi becem handi with the choc and prodqst ecsellent maps, oltho the wer oblijd tu yuz no better tulz than lumps ev carpenterz choc and a ruler med and graduated bi mi on handz,—the latter fetqr ev hwich, heuever, Ⅰ thinc, med it espeshalli attractiv, effishent and accqrat, in the estimeshun ev, and in the handz ev,

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the yuŋger pupilz. And, proporshunalli, I thiŋc, the yuŋger wunz—sertinli so far az a conset and an enthuziazum in the instrucshun the wer resevin, cud help them—effected better wurc in droiŋ than did the older wunz,—espeshalli in the delineeshun ov the human feturz. In fact, sum ov the urchinz, in a gud-yumord we, cud veri effectivli fashun a fes hwich I becam veri tird ov seiŋ; and, yet, the semd tu deriv so much plezhur and so much scil from the yus ov the choc—from the wurc and from the consecwensez ov it, that I had not the hart tu forbid it—espeshalli az in thar efforts, the semd tu gard so sedulusli agenst everithiŋ hwich mit savor ov grotescnes, caricatur or ridicul.

In thoz dez, perspectiv wez a branch not tot in the district scul. In fact, hwen it wez tot in privet sculz, academiz and semineriz, larj fez wer charjd for instrucshun. It wez regarded a yusles accomplishment in the we ov educeshun; and the techiŋ ov it wez jeneralli oppozd, sev tu such az intended tu studi enjineriŋ, or the art ov engreviŋ, or the art ov arcitectur, etc. Its yusfulnes in the mecanic arts and az a menz ov esthetic cultur, I veri wel nod; and I veri wel understud the yusez hwich it wez deli seriviŋ me in the accwizishun ov noledj and in meciŋ me effishent in impartiŋ instrucshun, in prezeriviŋ recordz, etc. Az I nod its wurth, I, insidentalli, in that scul, and in ol the sculz in hwich I offishiated az a master, tot it and encurejd the yus ov it. And meni ov mi pupilz becam handi with the choc, pensil, pen or brush az oppertuniti prezented, nesessiti urjd, or hwim directed. But, wun thiŋ hwich I did not wont dun, meni, in eni scul I tot, persisted in duiŋ. At it, the yuzd, I thiŋc, poundz ov choc or creun; but, at it, perhaps the lernd a littul, tu.

In thoz dez, in the estimeshun ov ol, necst tu a noledj ov rediŋ, accomplishments in arithmetic stud first. So, tu the siens ov numberz and tu the art ov yuziŋ them in the jeneral roundz ov lif, we devoted much tim and serius con-

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sidereshun. In numberz we drild and we drild; we siferd and we siferd—upon the blacbord, upon slats and much upon paper. Veri redi meni became in most ev the thinz found in arithmetics; and scarsli les redi wer sum ev them in solvin meni ev thoz netti problemz aflot in everi neborhud in hwich wer eni hu pretended tu lernin. Tu menshureshun, sum gev sum attenshun;—enuf, at eni rat, tu mec the termz yuzd in discusin points, linz, angulz, areaz, etc., veri communples and much yuzd bi sum hu nod littul ev thar menin. However, thoz hu studid the subject, med far progres, and attend tu a veri gud understandin ev the prinsipulz involvd in this veri yusful branch ev lernin.

Jeografi, tho bi no menz neglected, reservd much les attenshun.—Penmanship, the art prezervativ ev the arts, wez duli regarded, and, in it, er I became master in that scul, meni wer olredi wel scild. Perhaps, at mi advent, the pupilz wer better scild in cirografi than in eni uther branch hwich the had studid. A smuth, gracful, floueri stil wez tharz. It abounded in flurishez in hwich har linz ev amazin delicatnes, gracfulli sweld intu hevi, artistic sweps hwich cud not fel tu attract eni luver ev art. Mi plan, simpul, flurishles, vertical stil, bi the sid ev sum ev the best hwich the rot, luct tam inded—if not shamfulli insignificant. I did not encuraj a chanj—rather, I encurajd a fre, velubul muvment ev the pen, az wel in ordinari manuscript az in artistic displaz ev the yus ev the pen az sen in macin picturz, etc. But, sumhou, sun meni ev them rot a plener, a mor communples hand, caracterizd bi grater distinctnes, mor lejibiliti and grater rapiditi.

Wun pupil, a yun man hu cam in lat, essed the studi ev Latin. He did veri creditabul wurc. Hiz progres wez a considerabul abuv the averaj ev ol hu hav begun the studi ev Latin under mi tuishun. He began the studi erli in Januari and continud til mi term ecspird in March.

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He then joind the junyor academic clas in the preparatori department ev Madisun yuniversiti at Hamiltun, N. Y. From the tim he joind the clas, he resited veri creditabli with the uther memberz hu began the studi ev Latin in September ev the yer presediŋ.

Ev eur littul band, nun becam eminentli distiŋgwisht in eni lin; yet, most ev them becam veri wurthi and veri effishent sitizenz. Az I settuld, in 1863, in the practis ev medisin, at Riŋgoz, N. J., and az, sins that det, I hav olmost deli past over the rod hwich ecstended bi the dor ev the bildiŋ in hwich I tot, (and over the rod hwich ecstendz bi the dor ev ech ev the thre uther district sculheuzez in hwich I tot), and sins I hav bin, duriŋ thez yerz, the medical advizer ev nerli ol hu cam tu me az a techer ev a district scul, I hav enjoid an unyuzhual eppertuniti tu obzerv the effect ev the instrucshun I imparted, and the development and the destineshun ev thoz hum I instructed. Hwen I settuld az a fizishan, thoz hu had bin mi pupilz and mi petrunz in scul, wer the first tu emploi me az a medical advizer; and, ev ol hu hav ever emploid me, the hav bin the most teneshus in holdiŋ me in thar servis. Suner than I wisht, I becam the confidenshal az wel az the medical advizer ev meni ev them; and duriŋ the pasiŋ yerz I hav bin med a sharer ev thar serroz and thar joiz, ev thar grefs and thar gladnesez, ev thar adversitiz and thar presperitiz, ev thar dizasterz and thar fortunz, until the bediz ev the most ev them hav bin plest in the grev, and thar children (in sum casez, thar grandchildren,) hav inherited thar estets, and hav az depli engrost me in the wel or the wo ev ech ev them az I ever woz in the interest ev thar parents;—so much so that thar adversiti iz mi adversiti; thar presperiti iz mi presperiti. In communyun with them thez meni yerz, I hav livd; in communyun with them I hop tu end mi dez.

Ev eur band, wun becam a minister ev the gospel, and,

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tude, iz the pastor ev a church in the neborhud in hwich he wez born and rezd,—the church intu hwich, in hiz beihud, he wez baptizd. Hiz petriarcal apperans, hiz plen, simpul mannerz, and hiz uprit deliŋz with ol, mec him, for gud, a peuer in the visiniti in hwich he livz. Wud that thar wer mor lic him!

Thre ev them becem techerz—wun ev hum began tu tech in an adjeiniŋ district a fu munths after I cwit the scul. The uther tu, for a term ev yerz, tot in the district in hwich the attended the scul hwil under mi charj. Ov thez, wun becem a surveor ev landz and a commishuner ev dedz. Wun ev the pupilz becem a graduet ev the Trentun biznes collej, and for meni yerz servd az a profeshunal buccesper. He neu reprezents this assembli district in the stet lejisletur.

But our tim wez net ol spent in poriŋ over bucs and delviŋ intu minz ev noledj. Sports we had, at preper timz and in preper sezunz. Nor did eniwun hezitet tu ple with ol thonz mit, hwen it wez tim tu ple. Ided, ech wez encurejd so tu du; and tu direct the we and tu inshur the best rezults, the techer efen acted a part; espeshalli wez this the ces, in the sports ev the littuler wunz.

In tecin a part in, and in directiŋ, the sports ev pupilz, the techer egzerts a peuerful influens upon the meralz and mannerz ev thoz with hum thon plez. In our district sculz, this menz ev effectiŋ impruvment in the meralz, mannerz and port ev the yuŋ, iz tu littul valud and tu much neglected. Tu efen, the techer iz regarded littul els than a bundul ev rulz hwich nether thon nor eniwun els can strictli redus tu practis—the most impractic ev ol beiŋz. If much iz tu be accomplisht in the art ev techiŋ, this noshun must be dispeld or pruvd fols. The pupilz must no that the techer iz egzactli hwet thon semz tu be, at ol timz and under ol sircumstansez. This fact the sun-

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est lern hwen the se the techer in a condishun in hwich, if ever, thon wud disregard thonz rulz. This condishun, in no uther fez ov lif, iz so wel displed az in ple. In ge sports and in ple ov the mor activ cindz, the elements ov the techer, in ungarded moments, apper, in ful activiti. If thon lacs tru digniti and a hi, cen sens ov rit, her that fact wil sun apper. If thon pozzesez proper cwelitiz, upon the plegreund, the wil apper in ol thar buti,—ai, magnifid meni fold, and embellisht and illuminated with ol hwich the effuljens ov a lit hart in fulest gle can cast upon them, or coz tu shin thru them. Thar, hwar the persunaliti becumz transparent, az it wer, the ar med rediant with the fervorz ov the sport and apper, attract, plez, delit, subdu, transform, mold, elevet and ennobul thoz hu behold, az the du nohwar els.

Hwil the techer iz activli performin thonz part upon the plegreund, hwet thon iz hwen net restrend bi the rulz ov thonz art and the habiliments ov thonz colin, neu apperz—the veri thin hwich everi curius, sagashus, dizzernin pupil dezirz tu se. If thon pozzesez the elements nesessari tu the art ov techin, the neu apper, and neu, az ever, egzert the holsumnes ov thar inherent cwelitiz. Ne, nohwar els du the so peuerfulli affect the meralz and mannerz ov thoz the influens. It iz natural for pupilz tu thinc that eniwun can apper gud and act az a paragen so len az thon me perform behind a sheld,—that bucler hwich the se, or thinc the se, ever cept betwen the techer and thoz hum thon essez tu tech. The bold, curejus techer, hu noz thonz abiliti and noz in hwet the peuer ov the techer liz, secs eppertunitiz tu sho that betwen thon and thonz pupilz iz no sheld, nor enithin els tu hinder them from sein just hwet thon iz. Thon hu hops tu command the respect ov pupilz and tu win the attenshun ov thoz commited tu thonz charj, tu secur obediens tu thonz wil and complians tu thonz wishez, must discloz thonz wurthines in the cwelitiz

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ev hwich thon iz med, tu be thonself a fit subject ev studi; and thonz fitnes tu be a director ev the wez ev the gud and ev thoz hu wish tu be proper. It iz the moral element hwich constituts the pouer and the effishensi ev the techer; hens, the mor ev this element hwich apperz in eni techer, the mor pouerful thon, az a techer, apperz tu be. Until thonz pupilz se that thon hu essez tu tech, abeundz in gudnes, thon nether winz attenshun nor commandz respect. Hens, the suner the techer iz sen tu abound in proper cwolitiz, the suner thon ingreshiets thonz persunaliti intu the harts ev thoz hum thon instructs. The mor thon abeundz in virtu, and in the rezults ev cultur, the mor thar iz tu admir, respect, enor and luv. The mor thon iz admird, respected, enord and luvd, the mor implisitli thon iz obed. In hum wun most confidz, ev thon wun the mor dilijentli sees advis; ev thon the mor ardentli wun sees tu lern.

Then, be net deseved: the mit ev the techer iz the virtu thon pozzesez. This mit never becumz activ until the virtu iz discuverd. Thar iz no uther feld in hwich it so sun apperz and apperz so wel illuminated tu littul children, az upon the plegreund ev the district scul. Then, upon the plegreund, the techer me hop tu acewir much hwich wil ed thon in the guvernment ev thonz scul. For, thon hu winz the attenshun, the estem and the confidens ev the littul rogz, the deprevd and the corrupt urchinz, upon the plegreund, haz littul tu fer frem eni sors,—frem uther pupilz—larj or littul, or frem parents, emploierz or scul offiserz.

Bi actiŋ a part in the plez ev the littul wunz, I wez much upon the plegreund, tu control, in a mezhur, if ned be, the cind ev gamz plad, the manner ev pleiŋ, etc. Thus I pouerfulli influenst the moral status ev the scul. A fu vil gamz at reses plad; or a wont ev restrent ev a fu boisterus, corruptiŋ pupilz; or the profus utterans ev bad,

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corruptiŋ laŋgwej, sun so corrupts the scul at larj that eni dissiplin, or eni cind ev techiŋ within the sculhous, falz tu elevet, az it shud, the moral standard ev the scul, if, inded, it duz not fal utterli ev its intenshun. Tu atten the best rezults, everi element ev the scul—in dorz and out—the instrucshun imparted, the resitashunz med bi the pupilz, thar sports, thar laŋgwej, thar acshunz upon the pleground, the conduct ev ech in cumiŋ tu and in goiŋ from scul, must be influenst bi the hier motiv hwich, az the spriŋ ev thonz beiŋ, actuets the techer in ol thon duz. Nor duz the techer leŋ egzert thonz influens upon thoz commited tu thonz charj, (ecseptiŋ in thoz fu cesez in hwich depraviti and corrupshun ar so ecstrem that the ar not amenabul tu the techerz art), without developiŋ in them a dispozishun tu du az thon duz. Inded, after eliminetiŋ such az ar not amenabul tu the art ev the techer, the acshunz, the conduct, the behevyor, ev the pupilz me farli be regarded the ecoz and the reflecshunz ev thon hu instructs them.

On the contrari, no amount ev defens wil bar the iz ev the pupilz agenst penetretiŋ intu the veri hart ev thon hu instructs them. The feniŋ, dessetful, trici, corrupt elements ev the mind ev thon hu techez, hewever secret, hewever wel conseld, protected and defended bi that sheld and bucler hwich the disenest persun hu essez tu tech, so jeneralli weldz with a hop ev cepiŋ the iz ev the pupilz from periŋ intu the hart ev thon, wil be discuverd bi the pupilz, wil be imbibd and assimilated, and wil eco and reverberet until everi beiŋ tot iz contaminated with the imperfecshunz, the secret visez, the conseld depraviti, the hiden corrupshun ev thon hu techez. Hens, the falur in dissiplin ev meni hu ar wel informd respectiŋ the contents ev bucs.—Tu mec a techer effectiv in thoz thiŋz hwich espeshalli gres wun hu iz a master in the art, a hart—a pur hart—a hart unfend, fre and abeundiŋ in simpathi,—

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iz az much—ai, mor—veri much mor—nεded than a clεr hed, εven if fild tu overfloiŋ with yusful nεledj and profoundli dissiplind bi the rulz εv lεjic.

In that scul, the sports wer veri simpul and veri holsum. Εv gεmz at bol, thar wer several—ol εv hwich wer veri gud; and meni εv the beiz plεd wel. The girlz nod hwar the vinz εv the wild grεp wer plentiful; and frεm them the εεcurd pεsez tu yuz in lu εv hups, in jumpiŋ the hup; and lεŋger pεsez tu yuz in lu εv rops in the εport εv jumpiŋ the rop, εv hwich meni wer veri fεnd and at hwich meni wer veri εcspert. Ai fu lεssunz in the prinεipulz involvd in εertin muvments and in the hijienic influεnεez hwich εttend thεz muvments hwεn εerformd εccordiŋ tu the rulz εv εrt, εun εded nu εinterεst and εharmz tu a valuεbul εld εport and brεt the εmεst holεum rεzults, εz wel in the enjεiεbulnεε εv the εport εz in the εεveloεment εv the fizεε. In muvments rεεwird in εl hwich εertεnz tu the εport εv jumpiŋ the rop, εum εv the εirlz εv that εcul wer εz εrεεful εz eni εever εε. Εz the rεzult εv εnεtrucεhun, and a εedulus εractis εccordiŋ tu the rulz εv hijiεn, the εimbulnεε, εjiliti, litnεε in εmεhun, and εrεε in figur, εv εum εv them, ar thiŋz tu bε rεεmεmberd with fεliŋz εv prid. In mi mind, the hav liŋgerd for forti yεrz, εz εtεndεrdz εv εomεarisun.

So εεεulεr bεεεm this εεεrt that εl jumεt the rεε,—and εεrli εl bεεεm εcεεert in εl the εεrius fεturz and εl the εεrius muvments εv that holεum gεm hwich εdmits εv εε εrεt a εεriεti εv formz and εε εεni εhεnjεz. Εεεn the big beiz and the yuŋ εεn, εz εun bi εun, the bεεεm εεrts εv εur littul εεnd, frεm the yuŋger εunz and εhεz εlredi εεuld in the εεεεral fεturz in εrεεtis, lεrnd the nu muvments and bεεεm εεlus εlεεrz εv εhis εεlεum εεεrt. εε, εun it hεεεnd εhεt, tu εε a εis εv εεn yεrz εεεiεiŋ the εε with εiŋεεεnus εεεε with a εεn εv εwεntitu, εεz εεt a εεriti; and tu εε a lin εv εt, for εirlz and for beiz, εεnjiŋ

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in aj frem ten tu twentitu, beuns az the vin struc the greund, wez a cemmun sit. I efen so—and I wez efen wun ev the number—nin beunsiŋ at the swiŋ ev the leŋ vin with a regulariti ev rithum hwich semd cloc-lic. And then, in that gam ev chesiŋ the fecs, in jumpiŋ the rop, in hwich, in siŋgul fil, az soldyerz se, a number ev pupilz in gleful activiti, pas siŋgli in tu the preper ples, scip az the rop stric the greund and then muv en in the fil tu the rit, areund then hu swiŋz that end ev the rop, tu agen pas in, in the preper ples in the fil, tu scip the rop, and so en tu the end ev the ple, the pupilz ev this scul much delited. At this gam, tu riŋz I hav sen formd, wun areund ech persun effishietiŋ in the swiŋiŋ ev the vin, includiŋ in the gam everi member ev the scul, ecseptiŋ a crippul hu cud net woc without crutchez,—twentinin in ol,—a medli, inded, hwich demenstreted that, in scul, az wel in ple az in studi, the littul and the larj,—the yuŋger and the older—me wurc harmoniusli tugether, if onli a preper spirit—a scul spirit—actuets the several memberz.

A controliŋ influens with everi pupil iz the thet that, hwil at scul, el thiŋz dun—hwether at studi er at ple—ar dun tu impruv, tu refin, tu purifi, tu mold, tu elevet, tu better fit the beiŋ for yusfulnes in sosieti and tu mec then effishent, plezin and helpful tu el hum then mets. Wuns imbud with this noshun, ech iz actueted tu shar, az larjli az pessibul, el hwich prezents.

Erli in the winter, sno began tu fel. In midwinter, duriŋ a Sunde, a sno, fellod bi a wind hwich furiusli blu frem the northwest, so bleceded the rodz with hi baŋes that, for a hol de, no vehiculz past—traveliŋ bi hers and sle even wez entirli stept. Netwithstandiŋ this cendishun ev thiŋz, erli Munde merniŋ, I med mi we tu the sculhous and cinduld fir—just at the brec ev de. No pupilz cem—tho sum livd net far awe, and the smoc assendiŋ frem the chimni evidenst that the master wez thar. Let in the for-

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nun, amid the heuliŋ wind and drivin sno, a nebor with hiz ecsen and sled, aded bi hiz wurc-man, wurct hiz we, with shuvelz, thru hi baŋcs, tu the sculheus, tu tec me tu hiz hom, hwarat I wez med veri cumfortabul and hwarat I formd accwentansez der and lastiŋ. At nun, the wind abated, and the sun shon. Sun, in meni direcshunz, wer herd the shouts ev merri veisez and the jiŋgliŋ ev sle belz. Ol in the neborhud, it semd tu me, had turnd out tu brec the rod tu the sculheus. With mi host and hiz handz, upon a sled drod bi ecsen, I, tu, set out tu help mec the we pasabul. After much wurc, we arrivd at the bildiŋ— in hwich wez a roriŋ fir. Her, old and yuŋ, parents and puŋpilz, littul and larj, glefulli greted ech uther, wormd, and chated, and toct ev the gud thiŋz at scul and the hops and the premisez ev the merro, until the ned ev duiŋ the nit wurc at the barnz recwird ech tu return tu hiz hom. In the morniŋ, cem sle after sle, until nerli ol ev our littul band had assembuld. Rozi checs, ruddi lips and sparcliŋ iz, envirund with bonnets ev that snug, cozi, sensibul oldtim pattern stild cis-me-cwic,— alited from slez and hesend tu the stov tu worm, preparatori tu the wurc ev the de. The roriŋ fir in the old ten-plet stov, sent wormiŋ rez tu everi part ev the bildiŋ. A cumfortabul rum we had and a seshun ev mor plezantnes and ev mor profit, it semd tu me, than we had ever had befor. The efforts hwich ech had med tu rech the sculheus and thonz hest tu begin the wurc ev the de, told ful wel hou gretli thon valud the oppertunitiz hwich thon wez enjoiiŋ.

Subsecwentli, hwen the rodz wer difficult ev passej or the wether wez inclement, the puŋpilz wer brot in slez or in wagunz. Az a consecwens, the attendans, from de tu de, verid within narro limits.

Snobolin and throiŋ sno, az sports, wer littul practist. Sledz wer not numerus amuŋ the puŋpilz, and costiŋ, oltho the oppertuniti for that sport wez ecsellent, wez not in vog.

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Durin̩ the sever wether ev that winter—hwich continud lon̩ and wez veri ecsesiv—the sleu ner the sculheus wez cuverd with is. Bi permishun ev him hu ond the land—wun ev the trustez ev the scul,—this is becam eur feld for seetin̩, slidin̩ and such uther sports az ar practist upon is. The surfes ev it wez net level—it jentli slopt toward the northest; and, in sum plesez, it wez veri ruf.

This littul is-feld wez efen a sen ev the gretest gle and an ecsellent ecshibishun ev the gresful muvments ev the accomplisht seeter. Upon this is, ol went—littul and larj—techer and pupilz. Then, az neu, I did net admir the muvments in seetin̩, az an ecsersiz for lediz; hens, I did net encurej seetin̩ bi the girlz. Than that ev seetin̩, an abundans ev uther wez efferd gud, holsum sport upon the is. Sum ev them wer wel emploid—tu the advantej ev the cobler, I no. With a littul wurc, lon̩ strips ev smuth is, ecstendin̩ from the upper edj ev the sleu, northestward tu the fens hwich bounded the area alloted tu eur yus, wer securd. Thez jentli inclinin̩ smuth strips, about sics fet in width, wer delitful surfesez for thoz hu wisht tu slid. Wun seild in balansin̩ the bedi, mit start at the upper edj ev the sleu and aceleret in muvment until thon recht the fens belo, seventifiv yardz awe. In the desent, befor nerin̩ the fens, the velesiti wez efen cwit az much az wez sef tu the persun slidin̩; and, efen, net a littul decsteriti ev muvment wez recwird tu step at the fens without incurin̩ injuri. However, in ol eur sports upon this is, no serius acsident happend.

On wider areaz, and on thoz les inclind, the littuler wunz—espeshalli, the littuler girlz—wer wunt tu ple. Her meni a merri muvment delited gleful harts. Eded bi the techer, in ecstasi the pled; in the wildest merriment, the performd thar evolushunz and acted thar gresful—and sumtimz, thar ungresful—muvments. Her, in the sports ev the littul wunz, jelliti recht its acme; and hilariti and

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ecspreshunz ev gud yumor wer limited onli bi the capasiti for vivasiti ev the individualz partisipatiŋ in the sports.—Holsum sports wer thez—the ecsersizd the hol beiŋ. The entirli unbent, so tu spec, the mind hwich, in several casez, wez, much ev the tim, tu intentli bent upon studi. Forgetfulnes ev ol ecsept that hwich, for the moment, engajd the mind tu direct the muvment, caracterizd thez sports. The most sportful ev ol the sports wer thez, the most enjoiabul, the most holsum, the most lastiŋ in the memoriz ev thoz hu acted parts tharin. Holsum remembransez ev them ar stil vivid in the memoriz ev meni; efen the ar yet subjects ev conversashun—thiŋz tu be told the jenereshun hwich haz sucseded thoz hu pled,—and the wil be handed doun tu childrenz children.—So enduriŋ ar the rezults ev wel-directed, holsum ple.

Let nowun suppoz that the guverniŋ ev a scul lic the wun ⸸ first tot, iz ezi; or unattended with bitter, triŋ sircumstansez; or effected bi a jelli-go-ezi dispozishun ev mind. Sesles vijilans and scrupulusli imparshal deliŋz, at ol timz, ar the most prominent ev the factorz hwich inshur the best rezults; and promptnes in metiŋ everi difficulti az it arizez, iz imperativ. The techer must be not onli cwic tu dizzern, and cwic tu ecsecut hwetever iz nesessari in eni ces ev dissiplin; but thon must be pozzest ev a countenans and a port hwich unmistecabli indecs and ecspres the condishun ev thonz sol. In thonz vizaj and port, must be ezili, unmistecabli, red the emoshunz and feliŋz—the wish, wil or determineshun, ev everi moment ev thonz lif. Nor must thonz countenans be slo tu chanj, if condishunz in thonz enviirunz chanj. From a smil tu a froun, the chanj must be az cwic az the sircumstansez werrantiŋ the chanj, can be med. The seren intu a louriŋ countenans must chanj az cwicli az can be prezented thoz thiŋz hwich onli can provoc the chanj; and from a louriŋ tu a seren countenans, the chanj must be

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az rapid. In the techer must egzist the faculti ev prezentiŋ tu thon hu merits it, a seren, an inspiriŋ countenans, if tu ol utherz hum thon beholdz, thonz vizej iz az louériŋ az a siclon in its most devastetiŋ furi. Nor wil thon wel sucsed, if thonz countenans iz not tru tu thonz feliŋz—not tru tu the condishun ev thonz mind. Ol must no that hwil ol hu properli behav, wil properli shar the most seren, the most inspiriŋ rez ev a jenial, effuljent countenans, and that the latitud ev holsum privilejez granted tu them, wil be veri gret, the must az wel no that thon hu venturz tu offend, wil met a louériŋ countenans, hwich, if not promptli heded, wil be follod, if ned be, bi a siclon or a tornado hwich wil completli subdu enithiŋ hwich it mets, or hurl it out ev its domen. Hwil the i must, in jeneral, be effuljent with lit hwich illuminz, cherz, enthuzez, encurajez, invits,—hwen nedful, its flash must be not les thretenin, not les appoliŋ, than the glem ev a brodsord.

Az acseshunz from the older and larjer wunz in the neborhud, at the advent ev cold wether, began tu join our band, difficultiz prezented. Sum ev the big boiz intended tu enjoi privilejez not allound the littuler wunz nor eni wunz olredi in the scul. Wun de, a burli boi, wel up in hiz tenz, with a nu sut ev linsi-wulsi clothz; larj, hevi buts; and a veri pretenshus cap, provided with a larj, hevi cap hwich wel turnd doun over hiz erz and nec hwen he wisht tu shield the parts from sever wether, stoct intu the sculhous, after the scul wez in seshun, with a huj cwid ev tobacco in hiz mouth. Az a ples hwich did not, in everi particular, sut him, wez assind tu him, a littul displezhur wez ecshibited. It wez promptli notist and cwicli met. Shortli after, he spit a larj cwentiti ev tobacco jus upon the flor. The noiz med bi the fol ev it, I herd. I cwicli attended tu it and him. Without comment, cwestyun or seremoni, and without cresiŋ the rum tu him, I orderd him tu remuv that spit from the flor. He began a

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palaver ev hwich I intended tu her nuthiŋ and tu hwich I intended tu replɨ nuthiŋ. Luciŋ sternli at him and hastili advansiŋ the nerest wa acres the rum, toward him, I stated, Remuv that spit from the flor.—At first, he semd tu bras himself for hwetever mɨt cum; but, befor I wez in rech ev him, with hiz big pocet haŋcerchif, he wez wɨpiŋ hiz filth from the flor. Sharpli, tu him, I stated that the hu cam tu me for instrucshun, sun lernd tu not spit upon the flor, and tu not defɨl the flor or the furnituṛ ev the heus in eni uther wa.

He nuthiŋ sed. He so that he had narroli escapt hwet he wez illi cwelifɨd tu met; that had he not instantli remuvd that spit from the flor, he wud hav bin hevd out ev the heus, hedleŋ, heuever ruf mɨt hav bin the wurc recwɨrd tu accomplish it.

A fu daz later, upon the flor hwich the girlz had veri clenli swept, he unloded a cwentiti ev mud from hiz big buts. A veri particuṛlar and a veri pozitiv littul girl, addresiŋ him, sed: Yu me better clen that mud from the flor befor the master cumz in. He replɨd that he wud not clen it up; that if the master wonted it clend up, he mɨt du it himself, or recwɨr the girlz tu du it; that, at hom, the wer not so particuṛlar, and that, at scul, he wez not goiŋ tu be mor particuṛlar than he wez at hom; that he wud let the master no that he had sum rɨts, and that he wez goiŋ tu enjoi them if he had tu fɨt for them.—The pozitiv littul girl, with an ar ev defɨant ashurans, then sternli sed: I wil tel yu rɨt her that, if the master sez that mud on the flor, yu wil be serri that yu did not clen it up befor he cam.—At that juŋctuṛ, I stept intu the dor,—with cot of—I had bin jumpiŋ the rop—grep vɨn it wez, heuever. At wuns, I so the flor hwich the girlz had swept so clen, defɨld with mud. The muddi buts ev him hu stud ner the spot, betred the persun hu had defɨld the flor. Sternli, I asct him hwether that mud upon the flor wez

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frem hiz buts. With sumthiŋ lic a bellijerent ar, he, a littul impudentli, sed it wez. In emfatic termz, I orderd him tu clen that mud frem the flor. Hestili, he began tu stet that, at hom, he wez net med tu clen hiz buts befor enteriŋ the heus; that he wez net med tu clen the flor if he brot in a littul mud; and that he wez net goiŋ tu du such wurc at scul.—I pezd leŋ enuf tu stet, in an emfatic we, that I wez net respensibul for eni nestines practist at hiz fatherz heus, nor for the remisnes tharat in briŋiŋ him up; that I wez respensibul, however, for the cendishun ev thiŋz in and about the sculheus, and for hiz cenduct hwil under mi charj; that he wez sent tu scul tu be tet bi me and that ev me, he wud lern. Then, wecin toward him and luciŋ him sternli in the fes, I sed: Clen that mud frem the flor.—At first, he roz in hiz big buts with an ar ev defians; but, befor I recht him, he wez wipiŋ the mud frem the flor with hiz big pecet haŋcerchif.—The mud beiŋ clend frem the flor, I dend mi cot and, with buc in hand, with sum hu asct permishun tu accumpani me, went over tu sum sets beneth the branchez ev wun ev the larjest ocs, tu red, and tu hav a gud tim in elocushuneri efforts, etc.—Hwen I had gen, the pezitiv littul girl, deniŋ her raps tu follo us tu the ferest, sed tu him: Neu yu hav sen! Did I net tel yu that yu wud be serri for it if the master se that mud en the flor? Hwil her, yu me better lern a littul gud mannerz; if yu du net without, yu wil be med tu—I can tel yu that.—Tu her statments, he replid that he wud cum no mor tu scul until a better master wez empleid; that he wez net goiŋ tu be med tu be so particular at scul hwen he cud du az he plezd at hom.

But the necst morniŋ, the burli boi cem tu scul erlier than yuzhual—prior tu this he had invariabli bin tardi.—With him he brot a huj armful ev scutch or swiŋgulto, az farmerz her cold it hwen the rezd flacs,—tu be thron in frunt ev the sculheus dor tu be yuzd in cleniŋ shuz

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bɛfor enteriŋ thɛ hɛus. Subsɛcwentli, hɛ fiɛst nɛr thɛ dor, ɑ scrɑper tu ɛd in thɛ clɛniŋ ɛv thɛ shuz. Indɛd, hɛ sun bɛstod espɛshɑl pɛnz upɛn thɛ clɛniŋ ɛv hiz buts, and ɛv thɛ gɑrments hwich hɛ wor; and sun hɛ az hɑrtili appruvd ɛur wɛz and wɛz az cɑrful in hiz prɑctisɛz az ɛni uther wun ɛv ɛur number.

In thoz dɛz, tu bɛ ɑ sculmɑster wɛz thɛ perfɔrmɑns ɛv an ɛffis tu hwich bɛloŋd pɛculiɑr ɛnor and pɛculiɑr rɛspect. Thɛ curtɛsiz wun rɛsɛvd hwen nɛt upɛn duti and hwen thon appɛrd in public plɛsɛz, wer pɛculiɑr, and ɛfen ɑ cɛnsiderɑbul; and, nɛt infrɛcwentli, veri ɛmbɑrrɑsiŋ tu wun hu wɛz ɑ littul bɑshful, ɔr mɛdest in thonz mɑnnerz, —grɑsɛz cɑrɛcteristic ɛv ɛveri wun ɛv thɛ oldtim mɑsterz. Thon wɛz ɑ pɛrsun tu bɛ vud criticɑlli—ɑdmiriŋli, if thon merited it, and, cɛndemiŋli, if thon dɛzervd it—discust and corted.—I wel rɛmember ɑ littul insident in mi ɛrli ɛcspɛriɛns az ɑ tɛcher, pertinent tu this fɛz ɛv thɛ tɛcher ɛv fɔrti yɛrz ɑgo—fɔr thɛ rɛlɛtiŋ ɛv hwich, perhɑps thɛ rɛdɛrz ɛv mi stori wil pɛrdun mɛ.—Wun Sundɛ, I chɑnst tu ɑttend ɑ church hwich wɛz in thɛ nɛborhud ɛv ɑ scul hwich I then tɔt. After servisɛz, az I wɛz wɛtiŋ fɔr ɑ vɛhicul tu tɛc mɛ ɑwɛ, meni, cuntri-focs-lic, wer stɑndiŋ ɑrɛund thɛ dor wɛtiŋ fɔr vɛhiculz tu tɛc them hwither thɛ wer tu go. Az I wɛz rɛsɛviŋ thɛ sivilitiz ɛv sɛveral ɛv thɛ lɑrjɛr wunz hu wer then, ɔr ɑt sum tim had bin, rɛsitiŋ tu mɛ, I wɛz stɑrtuld bi ɑ vɛis hwich I recɛgnizd az that ɛv wun ɛv mi littul pupilz, sɛiŋ in ɑ supprɛst, but in ɑ veri ɛrnɛst, ɛndɛriŋ ton, O muther, muther, thɑr iz thɛ sculmɑster; thɑr iz ɛur tɛcher.—I wɔnt yu tu sɛ him—I wɔnt tu introdus yu tu him—ɛwic, bɛ ɛwic,—bɛfor thɛ cɑrrij cumz tu tɛc him ɑwɛ. Hwil thus ɛntrɛtiŋ her muther, thɛ littul bundul ɛv ɛcsited humɑniti, bɛfor shɛ sucɛɛded in directiŋ her mutherz fɛs in thɛ direcshun tu sɛ mɛ and bɛfor shɛ sucɛɛded in gɛniŋ her mutherz cɛnsɛnt tu bɛ introdust tu mɛ, climd, in her ɛcstɑsi, ɔlmost tu

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her mutherz nec. Then, az shε wεz conductiŋ her muther, father and older bruther toward mε, εn mi̇ left, a fu̇ fεt awε, wεz a littul bεi hu, tho hε spoc in subdu̇d vεis, wεz veri much morεzili herd, and wεz veri much mor impεrtu̇nεt tu hiz parents that hε shud introdu̇s them tu hiz master. Mεnhwi̇l, tugether with a harti clasp εv thε hand εv εch, I wεz rεsεviŋ frεm larjer pu̇pilz, rather faster in thar turnz than thε sεlεmniti εv such plεsεz justifi̇z, that harti Gud mεrniŋ, master, hwich I herd frεm εch at thε bεginiŋ εv εch scul dε.—Thε littul girl εv ten, az shε crεuded her littul persunaliti thru thε prεs εv larjer persunz, with her littul hand ecstended tu grasp mi̇n, with a dignifi̇d fεrmaliti and ernestnεs εv ecspreshun hwich I can never fεrget, salu̇ted mε, Gud mεrniŋ, master: and, az shε stil held fast mi̇ hand and drεd mε toward her, shε sεd, Allεu mε tu introdu̇s tu yu mi̇ muther; I wish her tu bεcum accwεnted with yu.—And, εr thε muther had lust thε firm grip hwich shε pli̇d tu mi̇ hand, thε littul girl, with her left hand lεdiŋ her father bi̇ thε arm, az shε puld mε bi̇ mi̇ left hand, in a clεr, distiŋct, winiŋ vεis, sεd, And this iz mi̇ father; I wish him tu bε accwεnted with yu, tu. Then lεdiŋ thε yuŋ man fεrward, shε sεd, And this iz mi̇ bruther.

Bεfor thε father εv thε littul girl had lust hiz wεrm, harti, simpathetic grasp εv mi̇ hand, thε littul bεi, veri impεshentli, but with bεcumiŋ dεcorum, wεz urjiŋ hiz parents intu mi̇ prεzεnz, and impεrtu̇niŋ mi̇ attenshun. Hwεn I wεz at liberti tu rεsεv hiz attenshunz, with a fεrmaliti and grεs hwich wud hav dun credit tu a sun εv Victoria, hε salu̇ted mε, Gud mεrniŋ, master, and az hε graspt mi̇ hand, hε jentli puld mε in thε direcshun hε wisht mε tu luc, az hε, clεrli and affecshunεtli sεd, Master, allεu mε tu prεzεnt tu yu mi̇ muther; I wish her tu mεc yur accwεntans. And az shε rεlacst her firm, cεrdial grasp, hε sεd, And this jentulman iz mi̇ father—I wεnt

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him tu no yu, tu.—Then follod the introducshun ov a sister and a bruther.—Then follod a lic conduct ov uther children, until he hu woz wetiŋ for me tu rid with him, becam cwit impeshent—oltho he sed that he woz gratli interested in the sen and veri much amuzd at seiŋ hou culli so bashful a fello wud bar so sever an ordeal.

Hwil I woz reseviŋ the formalitiz ov the ceremonyun, the littul girl woz impertuniŋ her muther tu ask me tu accumpani them hom tu din with them, and tu remen til morniŋ and then tu go with her, her bruther and sister tu scul. A lic recwest I reseivd from the parents ov the littul boi, and from utherz. The inviteshunz, tho given in the most cordial we, and in the most cordial manner, I declind—I woz thar az the gest ov a digniteri and with him I departed.

Ar I left, I had reseivd the saluteshunz ov most ov thoz hu wer memberz ov mi scul, and ov the parents ov most ov mi pupilz.

Hwen I had mounted hiz vehicul, and, az the wether woz cold, had snugguld in bi the sid ov the digniteri huz gest I woz, he yumorusli remarct, Wel! tu be a sculmaster iz an oful thiŋ. Du the olwez tret the master so? I ferd the wud shac yur armz of and wud toc yu tu deth. Wer I the domine, I shud be jelus ov yu.

This insident, the lic ov hwich I aesperienst meni timz, reminded me ov senz ov mi childhud, hwen the gud Master Benz and the gud Master Lundi apperd at the church hwich, in mi childhud, I attended.—The old master woz a factor ov sosieti the lic ov hwich we se, alas! no mor. The holsumnes ov hiz influens haz departed, tu,—tu giv ples tu a merseneri servis in our sculz hwich iz the spriŋ ov this wont ov gud mannerz, ov cultur, ov refinment, ov nobul, stolwart, manli fizecs, hwich duz so sorli and so threteniŋli disgres the jenereshun nou under instrucshun in our district sculz.

It wud be impius tu dezir tu go bac. Onward iz the

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spirit ev progres. Ɨ du net dezir tu se in the sculz ev the prezent, thoz old regulashunz hwich servd so wel in the past; the hav servd thar turn, and neu the shud be follod bi holsum, effishent methudz suted tu prezent nedz. Nor du Ɨ dezir tu se the lic ev an oldtim master copiŋ with the difficultiz hwich hav grod up eut ev eur ineffishent, folti scul lo and hwich ar fosterd and med wurs bi the corruptiŋ dispensashunz ev thoz hu manaj the provizhunz ev eur public scul sistem. Chanjez must cum. But, let the chanjez be for the better; let us go upward az wel az enward. Tu effect this, we ned techerz ev better cwolitiz, ev nobler aspireshunz, ev hier amz. We ned techerz hu, in thar cors ev lif, set an egzampul ev better mannerz, ev a deper devoshun tu rit and enor, and ev a stricter consecreshun tu the best interests ev thoz hu ned tu be eduated. We ned techerz hu, in port, streŋgli ecshibit a disden ev reŋ in eni form; hu uphold rit, virtu and enor, at eni cost; huz mannerz in thar intercors with ol, discloz that puriti ev hart, justnes ev deliŋ, and dezir for the wel ev ol, hwich mac wun a paragen wurthi ev the regard ev ol and a pattern tu be follod bi pupilz. We ned techerz hu ar strictli leial tu the moral lo; hu compel obediens ev ol under instrucshun; hu ignor and despiz eni hu attempt tu restren the techer in thonz effort tu tren, direct, mold or dissiplin eni member under instrucshun. We ned that eur techerz be empeuerd tu yuz the red and everi uther preper menz nesesseri tu effectivli and cwicli coers the weward, the remis, the refractori and the rebelyus.

We no that tu giv ples tu techerz ev this order, the loz reguletiŋ public sculz ned tu be radicalli chanjd. We olso no heu utterli frutles wud be an effort tu so chanj the loz reguletiŋ public instrucshun that the hu tech wud hav ful peuer tu dissiplin az casez mit recwir. We no that tu reinstat the red and tu commit everithiŋ reletiŋ tu dissiplin directli and uncwestyunabli tu the techer, iz net

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in accordans with the jenius ev the dissolut American pepul; we no that tu brin children up tu obediens and tu gud, holsum mannerz, iz nether the wish nor the em ev American parents; we also no that the corruptnes in politics, in church, in the politic economi ev our neshun jeneralli—in ethics at larj, amun the Americanz—iz dependant, tu a veri grat ecstent, upon the lacsiti ev guvernment in the public scul—that falur tu properli dissiplin the child hwil thon iz moldabul—that falur tu promptli compel obediens tu lo and tu thoz in ortheriti, and tu inculcat bi egzampul and presept thoz moral elements hwich, mor than al els, enabul mortalz tu stand agenst tempteshun and vis, tu fel enord in a fethful discharj ev eni duti, tu scorn tu commit a men act,—in short, tu be gud, fethful, uprit sitizenz.

I am muvd tu piti hwen I contemplat the condishun ev the district scul and ev the district scul techer ev the prezent decad.—The uncuthnes, the bad mannerz, the dissolutnes,—the anemic, morbid, febul fizec so jeneralli sen in the children ev the prezent decad, ar bodin evidensez ev declin ev the fizical, mental and moral elements ev thoz neu resevin instrucshun.—Nor mor commendabul iz the condishun, az a rul, ev the modern scul techer—ev masterz neu thar ar nun. In most cesez, thon iz the merest hirlin,—a venal servant ev the most ungratful, unappreshiativ emploierz hu, at eni tim, hav sot the mersenari servisez ev couardli, crouchin, fonin hirlinz. For the servisez thon renderz, thon resevz mor muni, az a rul, larjer hir—mor for the amount and cwoliti ev wurc thon renderz—than eni uther hu wurcs for wejez; but, az wun hu wurcs for the promoshun ev gudnes, in bodili cwolitiz, in intellect, and in moralz, iz the lest effishent, the lest enord,—the most despizd.

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CHAPTER II.

AT RƏCTƏUN.

Az thε traveler pasez frəm Linvel in Hunterdun counti, nərthward tu Riŋgoz in thε redshel valli, thon assendz a jentli inclinij plen til thon rechez a spet at hwich tu wez met. Alej thε we, thε seil iz thin, thε rod stoni and thε prəspect tem and cherles. Ner thε spet at hwich thε tu wez met, ar huj rəcs ev basəltic trap,—so closli lijŋ that, in wun ples, thar iz scant rum fər thε passej ev a wagun. In thε aŋgulz ev thez rodz, surrəunded bi thε huj rəcs, stand bildiŋz—fərmiŋ a hamlet hwich, frəm veri erli timz, haz bin cəld Rəcteun,—wuns a ples ev thrift and activiti in merchandiz and in thε mecanic arts,—in hotel accəmmodeshunz, etc.; but, duriŋ thε last fifti yerz, it haz bin in a stet ev declin.

Frəm this hamlet, nərthward toward thε redshel valli, thε surfes jentli slops,—hardli enuf tu effect gud drenej—until, suddenli thε inclin iz veri step and, befor thε gazer, spredz awe tu thε nərth and est, fər meni a mil, a butiful plen,—scirted en thε west and nərth bi hilz, məuntinz, ravenz, wuded landz and hwetever els can concur tu mac a rich, a verid, a grand prəspect picturesc and plezij. In thε azhur ev distans, rizez thε bold dom and gresful eutlin ev Piculz məuntin. Stretchiŋ estward tu thε limits ev vizhun, ecstendz that bold, gresfulli curviŋ hiland hwich we cəl First məuntin. In thε distans, iz fantli sen thε villej Flemiŋtun, thε shir teun ev Hunterdun counti. Most picturescli, her spirz, domz and turrets per amuŋ thε trez hwich ornament that butiful villej. Estward, in thε hez ev distans, iz sen thε spir ev thε Wudz church. Nerer bi, in clerer vu, apperz thε bold figur ev thε church

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at Thrɛ Bridjez. Farther awɛ, az a mɛr spec in thɛ landscap, iz sɛn thɛ spir ev thɛ church at Redingtun. Estward, amid thɛ trɛz hwich so grɛsfulli ornament that villaj, appɛr thɛ church and thɛ rufs ev thɛ dwelinz ev thɛ villaj Ravil. In ful vu and in bold rɛlɛf, thrɛ milz awɛ, standz out that tim-enord, snoi hwit church edifis hwich iz thɛ landmarc sɛn from olmost everi sit in thɛ redshɛl valli, and from olmost everi hil, however far awɛ, hwich scirts this valli. It iz thɛ edifis ev thɛ Yunited First Church ev Amwel at Larisunz Corner. Tu milz awɛ, and 200 fɛt loer than thɛ point upon hwich standz thɛ gazer, ecstendz, in ol its rustic nɛtnes and in ol its homli attracshunz, thɛ villaj Ringoz. Far doun thɛ slop, encumpast bi thɛ hilz upon thɛ rit sid ev thɛ rod, bascs a silveri shɛn az charming az a mountin lac. It iz thɛ surfas ev thɛ pond hwich supplitz thɛ first mil hwich wɛz bilt in Hunterdun counti. Nɛrer bi, grɛsful nolz butifi thɛ prɛspect and enrich a plezant landscap.

Thɛ roling plan over hwich thon lucs, iz fertil and wel tild. Brod fɛldz, gud fensez, ecsellent barnz and nɛt, substanshal dwelinz, ar thɛ prominent factorz ev thɛ landscap. In thɛ vu appɛrz meni a wel arranjd farmsted. Thɛ tɛstful grovz hwich envirun hansum farmhouzez, bɛspangul thɛ plan in a most dɛlitful wɛ.

Tu thɛ left ev thɛ gazer, fifti yardz from thɛ rod, standz a modest, wel bilt edifis,—thɛ hous in hwich iz tot thɛ district scul. Thɛ haf acer nɛr thɛ middul ev hwich it standz, and hwich servz az thɛ plɛground ev thɛ pupilz, ecstendz from thɛ rod in hwich thɛ vuer standz westward tu a rod hwich ecstendz from Recteun tu Lambertvil. In sum plɛsez, it iz nɛrli cuverd with larj recs; in uther plɛsez, it iz nɛrli level and, in springtim, tu wet for a plɛground. A singul trɛ—a smol scragli mulberri—affordz thɛ onli shad,—so bad haz bin thɛ neglect tu plant trɛz tu rɛr a proper grov. Thɛ huj recs, if flat, serv for sits az plɛ-

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houzez; if pozzest ov loŋ inclind planz, az arsaz doun hwich the urchinz slid.

The fens hwich dividz betwen the properti ov the scul district and the land ov thoz huz properti adjoinz thartu, iz veri unsitli. It iz bilt ov recs—larj and smol—merli rold tugether in such a wa that the ecstend in a ro. In plasez, the recs ar overtopt bi ralz or polz held in plas bi menz ov stacs—a border laciŋ in the elements ov buti in everi particular—in fact, a serri environment ov a scul-ground. But, bad az it iz tude, the condishun ov thiŋz iz better than it woz forti yerz ago—befor, with mi on handz, weldiŋ a twenti-pound sledj, I broc tu pesez and remuvd from a sit egzactli oppozit tu the dor, a larj rec hwich then completli prevented the passej ov a wagun betwen the bildiŋ and the fens oppozit tu the dor. The remuval ov this rec effected not onli a carrij wa from wun end ov the lot tu the uther; but it formd, olso, a smol level area on hwich a fu urchinz ma pla, or a fu ma stand az the emerj from the sculhous dor.

The bildiŋ, 22 bi 36 fet, iz a plan, substanshal wun-stori structur, bilt ov wud. The wel projectiŋ ruf and the net bric chimni rizin from the middul ov it, ad much tu its apperans in netnes and cozines. The masiv columz ov the piazza, mac the suthern fased rather impoziŋ, and the approch tu the bildiŋ important and impresiv. Within, thiŋz ar in cepiŋ with the ecsterior ov the structur, and in order accordiŋ tu the best arrenjments ov cuntri sculhouzez in Hunterdun counti. At the tim ov hwich I rit, netnes and substanshialiti caracterizd everi element ov furnitur. The stov, from hwich the pip assended verticalli thru the seliŋ, tu the chimni in the left, stud in the wid il in the senter ov the rum. Upon a restrum hwich ecstendz from sid tu sid ov the north end ov the bildiŋ, and egzactli oppozit tu the dor, stud the techerz desc. On ech sid ov the sentral il, fasiŋ the techerz desc, woz a ro ov sets, the hiest wunz ov

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hwich wer farthest from the techerz desc. Thez sets wer wid enuf tu accommodet tu pupilz ech, and wer so fiest that, tu the bac ov ech wez a desc upon hwich the tu hu sat necst in the rer, did hwetever wurc pupilz ned tu du upon descs, and in hwich the cept hwetever pupilz ned tu cep in descs. On the outer sid ov ech ov thez roz ov descs, ecstended a narroer il hwich recht from the corridor about the dor tu the platform on hwich stud the techerz desc. Betwen thez sid ilz and the wol, on ech sid ov the rum, wer sets and descs, in everi particular, lic thoz in the tu roz described, onli the wer wid enuf tu accommodet onli a singul pupil ech. Upon the wol thru hwich the dor iz, wer arrenjments for suspending dinner bascets, hats, bonnets, cots, sholz and hwetever els pupilz ned tu suspend hwil attending a seshun ov scul. Bac ov the techerz desc, stud a larj, streng armchar. Upon sum hucs ecstending from the wol bac ov the techerz desc, wez a larj number ov hwips, the remenz ov the stec selected for yus bi the master hu presided me.

Agenst the wol bac ov the techerz desc hung a bord 1.5x6 fet,—pented blac, tu be yuzd az a blacbord. Upon a narro shelf arrenjd beneth it, wer lumps ov chec—such az carpenterz yuz in checing thar linz tu lin thar wurc. This blacbord had bin yuzd occezhunalli bi tu techerz, I wez told, tu mec such picturz az ar nesesseri in the ecsplaneshun ov sewar rut, and such az ar nesesseri in the teching ov trigonometri; but, for eni uther purpus, the pupilz sed the had never sen it yuzd. Besidz thez thingz, thar wez net a devis tu be yuzd nor an implement tu assist in the art ov teching.

Upon the first ov April, 1857, I began wurc az the master ov the district scul, in this bilding. The trustez, during a fu yerz prior, had bin gretli folted becoz the masterz hum the had emploid, had sucseded so purli in matterz ov dissiplin; and becoz the pupilz, for wont ov

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proper trenin in scul, had becum nusansez tu ol consernd. Tu remedi this evil and tu egzonerat themselvz from the grav blam hwich the had incurd, the determind tu secur, if possibul, wun hu wud redus thinz tu order and then menten order, at eni cost hwich mit be recwird. After sum incwiri for a master hu wud be licli tu pruv thonself master ov the situeshun, in ces thon woz hird, Master Jacob Timberman, hu woz a hwil with me in the district scul and hu resited with me in sum ov the clasez hwil we wer in the Flemintun hi-scul, and hu, at the tim, woz in charj ov the scul at Rocteun, informd them that if the wud secur mi servisez az a master ov that scul, veri fu wud complen tu them that the dissiplin ov the scul woz lacs, nor that eni pupil had persistentli disobed eni rulz or reguleshunz ov the scul. At wuns, the investigated mi standin in the onli district in hwich I had tot and, az sun az possibul tharafter, the hird me tu "master that scul," az the frezd it, for a term and a haf,—the term in that district bein siestisics dez,—at the wejez ov a dollar a de, hwich, at that tim, woz regarded larj wejez for a smol scul,—espeshalli hwen the techer woz hird on stated wejez tu be resevd directli from the handz ov the trustez.

It me be wurth hwil tu stet that, under the loz hwich preseded the lo tu establish the prezent sistem ov public instrucshun, techerz, in respect tu salari, operated in different wez. In most casez, a gud techer, if sircumstansez favord a continuans in the sam ples lon enuf tu profit bi a reputeshun hwich thon establisht, securd ov the trustez the privilej ov yuzin the sculhous and ol its appurtenansez, ov charjin sertin rets ov tuishun for the verius branchez, ov macin and collectin thonz on bilz for tuishun, and ov appropriatin the entir sum ov the tuishun az the hir for the servis ov techin the scul. Under this arrenjment, meni a popular master sted lon in wun district and, bi rezun ov the larj number ov pupilz attracted tu thonz scul

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bi rezun ev the pepqlariti thon enjeid, thon shard larj pe, sumtimz az much—in villejez, espeshalli—az tu dellarz and a haf a de,—in rar casez, mor. Thon huz repqteshun wez net so gud, attracted net so meni pqpilz; and, az a consecwens, resevd les pe. Thon hu cud ste in a district onli a term or tu, rarli acsepted a scul for hwet thon cud get bi charjiŋ ech individqal pqpil hwet custum wud allou, and then runiŋ the risc ev collectiŋ the muni hwich thon charjd. Such yuzhqalli contracted with the trustez for a stated sum tu be pad directli tu the master at the end ev the cworter. The contract spesifid that the master must resev ol hu belond tu the district, within the aj prescribd bi lo. If eni abuv the aj prescribd bi lo, or if eni beyond the limits ev the district, wer admited tu membership ev the scul, the fez for techiŋ such pqpilz wer the percwizits ev thon huz gud repqteshun had secqrd this patrunej. A beginer in techiŋ wud, az an inishiatori muvment, sumtimz acsept a smol scul upon the risc plan—that iz, thon wud tech the scul for hwet thon cud get from thoz pqpilz hu patrunizd the scul. Such a techer, after a tentativ term or tu, in ces thon pruvd effishent and pepqlar az a master, sun found a scul in hwich thon cud ern mor wejez. But, az a rul, a beginer hird with the trustez ev a smol scul at a smol salari. Hwen an ecsperiens in techiŋ had bin gend, in ces thon pruvd tu be a sucsesful techer, thon wez then redi tu demand mor wejez, or tu acsept a scul in sum district in hwich thon cud secqr a larj attendans.

Most ev the old masterz, espeshalli thoz hu remend leŋ in the sem district, aleŋ with the wurc ev techiŋ, did a del ev wurc in surveiŋ and such scrivener wurc az attachez tu the biznes ev surveiŋ,—such az ritiŋ and acneledjiŋ dedz, ritiŋ and acneledjiŋ bendz and morgejez, ritiŋ wilz, setliŋ the estats ev desest persunz, etc. In this we, the sculmaster ev olden timz resevd enuf muni tu mec thon a

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thrifti sitizen, and wez a factor in the communiti in hwich thon livd, respected, onord and influenshal. In this counti, hwen I began tu tech, wer several masterz hu wer amuŋ the welthiest men in the counti. Wun ov them tot, (the onli scul he tot), surved, etc., in the district in hwich he wez born (ov humbul parents), rezd and sculd, for thirtisics yerz—until hiz bondz, morgejez and stocs amounted tu nerli fifti thouzand dollarz. Anuther, hu cam tu this cuntri a pur Irish boi and hu had hiz first ecsperiens in a log sculhous (in hwich he continud tu tech for twenti yerz), did pezzest ov a hundred thouzand dollarz. The sucses and the attanments ov utherz with hum I, in mi boihud, wez accwanted, wer scarsli les. So, thon sez that tu be an oldtim sculmaster wez no joc; and that the hu attend tu sucses in this lin, enjoid an enviabul standiŋ in the districts in hwich the livd.

In thoz dez, the techer incurd les ecspens than nou, in item ov bord. The accomplishments ov the sculmaster wer such that thonz prezens wez wurth much tu ol hu dezird tu impruv, or tu be in the cumpani ov persunz ov cultur, refinment, intellijens and moral wurth. Az a consecwens, meni wer wiliŋ tu giv a del tu be with thon tu pic up hwot mit be glend bi obzerveshun and conversesshun, or tu hav the prezens and the influens ov thon in a famili in hwich wer children ov the ej tu lern bi obzerveshun hou scolarli, polit persunz du, hou the spec and about hwot the toc. Az a consecwens, in sum districts, espeshalli in thoz in hwich the pa wez smol, thoz hu emploid a techer, recwird that thon bord, gratis, ov cors, in the familiz ov thoz hu sent children tu the scul. That thar mit be sum pretens tu farnes in the allotment ov the tim duriŋ hwich the master shud bord at eni given ples, the tim tu spend at eni wun ples wez fiest bi comparin the number ov children hu, from that famili, attended the scul, with the hol number ov pupilz in the scul. In ces, in the scul,

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wer twentifor pupilz, the famili hwich sent for pupilz, wez entituld tu shar wun sicsth ev the tim ev the master; the famili hwich sent tu pupilz, wez entituld tu shar onli wun twelfth ev the tim; the famili hwich sent onli wun, shard onli wun twentiforth ev the tim.

Then, az neu, in sum familiz, the prezens ev the sculmaster, or ev eniwun els distingwisht for intellijens and meral wurth, wez net so dezirabul. The contrast betwen the formal, presis, pelisht wez ev such and the rufnes, irregularitiz and uncuthnes ev the heushold, wez tu streŋ tu be agreabul. Then, az neu, thar wer thoz hu, hwil the wisht thar children tu be tot tu red, rit and sifer, and tu be instructed in enithiŋ hwich, in after lif, the cud yuz in sharp practisez, and in pleiŋ the rascal jeneralli, did net wont them tu be tot the mannerz ev better persunz, tu be brot intu clos relashunz with persunz ev gud bredin and pelisht mannerz. Such, ev cors, ebjected tu the cumiŋ ev the sculmaster; and, hwen the master nod that that stat ev thiŋz egzisted in eni given famili, thon wez mor loth tu vizit it, than the memberz ev the famili wer tu acsept thonz prezens. Az a consecwens, thon jeneralli so arrenjd matterz that thon did net intrud thonz effensivnes upen them nor allen thonself tu be tarnisht, disgusted, or effended bi contact with thar il bredin, rufnes or corruptnes. In eni district, wer olwez thoz hu dezird tu enjei the cumpani ev the sculmaster az leŋ az the cud. Az a rul, such med a standiŋ effer that, in ces the techer, for eni rezun, did net find it convenient or agreabul tu vizit eni famili in the district, thon shud be accommodated and med welcum if thon wud spend the tim alloted tu that famili, or tu eni number ev familiz, at thar homz. So, tu cep eut ev familiz in hwich the prezens ev a sculmaster wud be disagreabul, wez the veri eziest; and the alternativz efferd in such cesez, wer, az a rul, the veri best hwich cud be enjeid.

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Besidz, in ces ov sicnes, or in ces ov a wont ov rum, the hu wud gladli entertan the sculmaster, cud the mac thon cumfortabul, wud asc sumwun hu dezird the prezens ov the master longer than the tim alloted bi the regular ratiŋ, tu tac thon duriŋ the tim duriŋ hwich thon shud ste with the sed famili. So, with sum familiz, the itinerant border spent mor than the tim alloted bi the sedul tu thoz familiz; and, hwil thar, enjoid veri entertaniŋ enviirunz. For, az a rul, the hu the most dezird the cumpani ov the sculmaster, wer the better bred, had thiŋz the most cumfortabul, and wer the most dezirus tu du hwotever the cud tu render thar hom the most cumfortabul and the most attractiv tu the gest, in order that, at eni uther tim hwen thon woz at liberti tu go hwar thon plezd, thon wud be plezd tu vizit that famili.

Betwen familiz hu dezird tu shar the tim ov the master hwen not vizitiŋ familiz accordiŋ tu the tim apporshund bi the sedul, sharp contenshunz ofen ensud. Thez contenshunz ofen led tu rezults not mor holsum tu the master than tu utherz consernd. Az a rul, the led tu pamperiŋ attenshunz tu the master; and tu thoz arranjments for thon hwich conspir the veri most tu the cumforts and plezhurz ov such az ar plezd with flatteriŋ toc, fulsum praz, affected arz, swetmets, cuciz, rich nicnacs ov the tabul, an elaboratli arranjd dormitori, a soft, wel med bed and douni pilloz. In ces thon woz wiz enuf tu enjoi thez thiŋz in a cwiet wa and tu seclud thonself from the sosieti ov utherz, az a rul, ol muvd wel,—ecsept that, az thon met thoz hu felt slited becoz hwot the prefferd woz not acsepted hwen hwot anuther efferd, woz, thon woz oblijd tu bar thoz ecspreshunz ov countenans, port and men (and sumtimz ov wurdz) hwich, in a demonstrativ wa, smac so loudli ov the jelusi hwich disturbz the hart ov thon hu felz slited, neglected, or rated a littul belo a rival.

Bi the practis ov itinerant bordiŋ, techerz savd a del.

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In this practis, the incurd no ecspens for bord. Hwot the resevd for teching, the plest in the purs. Besidz, thoz huz grasez and accomplishments wun mor favor, wer resipients ov meni a gift. The hu wer handi with the pen, ofen did riting hwich brot rewordz. Cardz riten bi a master scild in the art ov cirografi, espeshalli if thon ecsecuted the wurc hwil bording in the hous, had a dubul valu. A famili tre, or a nst jenealojic record, if prepard bi the itinerant master, had espeshal valu. And then thar wer penz tu mac and penz tu mend. Az the stel pen woz not yet much in vog, a pen med ov a gus cwil woz most yuzd in riting. Tu be in redines for eni emerjensi, the mor provident persunz cept penz in proper condishun tu rit. Az the sculmaster woz, ov nesessiti, a penmacer (and the old masterz tuc grat prid in hi accomplishments in this art), thon ecspected, at thonz first ste at eni hous, tu be asct tu repar (sharpen) a pen or tu. Ided, that thon woz not asct tu repar a pen, or tu mac a nu wun or tu, thon regarded a slit; and, tu refuz or tu object tu put the penz in order, woz, on the part ov the host, regarded a coz ov offens. Ided, tu the itinerant master, and tu eni sculmaster hwen vizitig thonz patrunz, and ofen hwen vizitig enihwar, thonz pennif, in proper order tu du the nisest ov hwitlig, woz a veri important—a veri indispensabul—part ov thonz persunej. For the servisez thon renderd in this lin, thon, ov cors, refuzd tu acsept pa; but, men woz the persun hu feld tu sutabli reword the master for such servisez. In sum littul gift, prezent or tocen ov appreshiashun, the master olwez mezhurd the respect and the valu the host and the hostes set upon the servis renderd in ritig cardz, in devizig a famili tre, in elaboratig, in hansum cirografi, a famili record, or in reparig and macig penz. A par ov hansum stecinz nit bi the hostes herself, or bi sum uther member ov the famili; a par ov nst mittenz or gluvz nit bi sum member ov the houshold; a par ov sliperz hansumli ornamented; a par ov shuz med in the best stil

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ov the art, if the host woz a shumacer; a vest if the host woz a talor, wer gifts ofen bestod az tocenz ov the valy ov the servis renderd bi the master hwil a gest in the hous. In wun cas, hwich I wel remember, in hwich the hostes woz a ladi ov welth, an egul, fresh from the mint, woz the ecspreshun hwich the sculmaster resevd for hiz curteus mannerz, the deftnes ov hiz hand in reparing penz, and the jenius he displad in recording the factorz in the lineaj ov the famili.

Sum masterz lict the plan ov itinerant bording so wel that, tho the remand ech in the sam district for meni yerz, the continyd tu go from ples tu ples tu bord, until the ond homz and settuld in them. The master hu, ov ol I ever nod, amast the larjest fortyn, practist itinerant bording until he woz rich—until he marrid—hwich happend let in lif—and settuld in hiz on manshun. And, ofen, I hav herd thoz hu, az emploierz, entertand him, tel with hwot impeshens and with hwot hi antisipeshunz the luct forward tu the happi, plezant sezun ol wud enjoi, hwen that sculmaster—tho he tot in a leg heus—wud be the gest, az an itinerant border.

This itinerasi ov the oldtim techer, az benefishal az it woz tu ol conserud, I never practist,—oltho, in tu districts in hwich I tot, I woz urjd tu du so. However, occazhunalli, I yelded tu the presing invitashunz ov sum familiz huz impertynitiz semd tu be unanserabul in eni uther we, enuf tu lern sumthing ov the hartines ov acseptans a techer on such errandz met, the complesent tretment thon resevd, the flatteri thon incurd, the fulsum praz thon herd, the palaver inflicted, the surfit ov fat thingz upon hwich thon must be fed, the parlor accommodeshunz and the dormitori conveniensez and cumforts thon must enjoi, and the gud thingz hwich wer plest in the bascet or pel for dinner at the sculheus—enuf tu founder a gluttun, and rich enuf tu cloi the stumac ov an alligator. Mi dezir tu frugalli yuz

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everi moment ov tim I had after discharjiŋ mi dutiz az a teacher, actuated me tu cep, az much az possibul, awe from ol thiŋz hwich mit divert mi mind from the studi ov yusful branchez ov lerniŋ, and from thoz thiŋz hwich ar potent tu allur the yuŋ intu wez hwich, at best, ar unprofitabul, and hwich, in meni casez, led tu ineffishensi, tu friveliti, tu vaniti, tu ruin. Az a consecwens, I pozitivli refuzd tu practis the custum ov itinerasi in bordiŋ. On the contrari, befor I began tu teach a scul, I securd, in sum cwiet famili, such accommodeshunz az alloud me tu be alon, az sun az I cam from scul tu the hous at hwich I borded. A rum in hwich I cud cep hwet bucs, peperz, and uther thiŋz I neded for studi, and hwich wud olwez be in redines, and in sutabul condishun, with respect tu temperatur, ventileshun, clenlines, etc., tu resev me hwen I wisht tu be in it, wez a first recwizit and an indispensabul condishun tu be securd in eni hous hwich offerd me bordiŋ accommodeshunz. Az a rul, a chois betwen several wez offerd me, and at a veri lo ret, regardiŋ the demandz I med ov thoz hu propozd tu bord me.

The sculmaster, bi custum, wez borded at a veri lo ret. Thon seldum ped mor than tu dollarz a wec. In ces thon acsepted the current accommodeshunz ov the famili, thon ofen securd bord for a dollar and seventifiv sents a wec; or even for a dollar and a haf. In this district, for ecsellent bord and a wel arrenjd rum, olwez cept in the best ov order, I ped tu dollarz a wec. In anuther district in hwich I tot, ecsellent bord, a gud rum, lit and fuel, wer offerd me at a dollar and a haf a wec; and, hwen I had occupid thez cumfortabul cworterz about a munth, mor ecspensiv and mor elaborat accommodeshunz, bi anuther famili, wer offerd gratis. Tu me, this semd tu chep. I preferd tu remen in a famili in hwich I cud fel that I ped sumthiŋ for hwet I resevd. At a later det, becoz ov chenjez in the famili in hwich I wez steiŋ, I

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wœz oblijd tu luc fœr ɑ nu hom. Then, tu familiz œfferd tu bord mɛ and furnish ɑ rum, lits and fuel, at ɑ dœllɑr ɑ wɛc, œltho in that district I rɛsɛvd mor than tu dœllɑrz ɑ dɛ fœr tɛchiŋ. So, it appɛrz that thɛ tɛcher œv œldɛn timz wœz fɛvœrd in mor wɛz than wun; and that, if thœnz incum wœz nœt so much az sum rɛsɛvd fœr servisez renderd in uther vœcɛshunz, thœnz ɛcspensez fœr bœrd, etc., nɛd never bɛ lɑrj; and, in cɛs thœn tuc advɑntɛj œv custumz in vœg, thœn cud liv at ɑ veri littul cœst, œr at no cœst at œl.

Upœn vizitiŋ mɛ tu sɛcur mi servisez, thɛ trustɛz veri frɛli and veri frɑŋcli stɛtɛd thɛ cœndishun œv thɛ scul and that œv thɛ nɛbœrhud. Thɛ stɛtɛd that thɛ cœndishun œv thɛ scul wœz so bad that thɛ did nœt no hœu it cud bɛ wurs; that, in thɛ district, wer veri discœrdɑnt ɛlɛments, and that in sœshɑl stɛtus, thɛ differens bɛtwɛn thɛz ɛlɛments wœz veri, veri wid; that, prœminent in thɛ district, wer ɑ fu familiz œv much welth, œv much bigutri and œv much hœtines, hu jɛnɛrɑlli ɛffɛctɛd much bi brœubɛtiŋ humsœɛver thɛ cud mɛc fɛl infɛrior tu them; that, at thɛ uther ɛcstrɛm, wer thœz hu wer mœuntin-bœrn, badli clad, rud in mannerz, rufin spirit and œlwɛz redi fœr ɑ fit; that, bɛtwɛn thɛz ɛcstrɛmz, wer mor vɑrietiz than ɑr jɛnɛrɑlli fœund upœn so smœl an ɛrɛɑ; that, thɛ children œv this hɛtɛrœjɛnɛus cœnstituensi wer az divers in cwœlitiz, az wer thɛ parents hu bred them, and that thɛ wer dɛtɛrmind, if pœssibul, tu rɛmɛn so; that thɛ, az trustɛz œv that scul, wisht tu sɛcur ɑ mɑstɛr hu wud discharj hiz duti tu œl, without fɛr œv œffɛndiŋ ɛni œr hœp œv winiŋ thɛ fɛvœr œr prɛz œv ɛni; that mi nɛm had bin mɛnshund az that œv wun hu, in œl liclihudz, wud accœmplish hwœt thɛ dɛzird; and that, if I wud acsɛpt thɛ scul, thɛ wud du hwœtɛvɛr thɛ cud fœr mi cumfort, cœnvɛniɛns, prœsperiti, etc.

Thɛ sɛrius stɛtments hwich thɛ mɛd rɛspɛctiŋ thɛ hɛtɛrœjɛnɛusnɛs œv thɛ cœnstituensi œv thɛ district, and thɛ diversnɛs and dissolutnɛs œv thœz hu wud bɛ mi pupilz,

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did not dster mε veri mυch. Rather, this fεz ov thε affar wεz thε mor invȉtiŋ in that it offerd α fεld in hwich I mȉt fȉnd wυrc wυrth dυiŋ. That I cυd dυ hwεt thε trυstεz wiſht mε tυ dυ, I had no dεut. Hwȉl α bεi υpεn mȉ fatherz farm, I had αchεvd rather an enviαbυl repυtεſhυn αz thε fello hυ sυcsesfυlli broc, trεnd, and drov thε wȉldεst stεrz, and fωr drȉviŋ, in thε sεm tεm, tυ, thrε, for ωr mor yocs ov ocsεn; fωr brεciŋ, trεniŋ and drȉviŋ thε wȉldεst and thε most rεfractori colts and wυrciŋ them intυ dosil, trυsti tεmz; and, with ωl thar spirit, spυŋc, gεεti, cυrεj and ambiſhυn, drȉviŋ them with α tεm ov ocsεn; ωr, αz α part ov α tεm in hwich α yoc ov stεrz wεz at thε nεp, thε colts necst, and α yoc ov ocsεn at thε lεd; ωr, in α tεm in hwich thε ωrder wεz rεverst; ωr, in α tεm in hwich thε parz wer arrεnjd in eni ωrder wυn mȉt sυgjεst; ωr, in tεmz in hwich α stεr wεz driven bȉ thε sȉd ov α colt; ωr, tandεm, if dεzȉrd. Thε stεrz and colts I sυbdυd and mεd dosil bȉ givi ŋ them α plεnti tυ dυ and then αttεntivli εdiŋ and directiŋ them in prεperli perfωrmiŋ thε wυrc. Thε littυl εcspεriεns I had enjεid in tεchiŋ, mεd mε thiŋc that children αr, αz α rυl, at thε lεst, in nεrli ωl cεsεz in hwich thε pεzzεs αz mυch intellijεns αz cαvz and colts, αz αmεnαbυl tυ instrυcſhυn and dissiplin αz thε yυŋ ov drαft αnimαlz; that, εcsεptiŋ thoz cεsεz in hwich inbωrn cωrrυpſhυn and dεprεviŋ envȉrυnments hav loerd thε εfspriŋz tυ α level bεlo that ov domεstic αnimαlz, wε mε hop that α holsυm dissiplin ov αn εffiſhεnt instrυctor mε αccomplish mυch. But, yυŋ αz I wεz and inεcspεriεnst αz I wεz, I had noted that, wυns in α hwȉl, wε sε in α chȉld εlεments hwich αr wυrs than eni hwich I hav sεn in brυts. Nωr αr thεz εlεments brυtiſh; nωr dυ thε partεc, in eni wε, ov thε nεtυr ov thε εlεments cωmmυn tυ brυts, ωlthο in brυts ov grεt dεpraviti αz brυts, wε sυmtȉmz sε thiŋz αz ſhεciŋ, αz hωrrifȉiŋ, if pωssibυl, αz thoz hwich, bȉ cωrrυpt brεdiŋ and dεprεviŋ envȉrυnments, αr dεvεlωpt in thε

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ofspriŋz ov human monsterz. Thez vishus elements ar the rezults ov corrupt bredin ov vishus parents. The ar rezults hwich follo lisenshus and wiced thots, wiced practisez and sinful livin prior tu, durin, and subsecwent tu, consepshun—enviirund in infansi, childhud and adolessens, bi thoz elements hwich foster, favor, encuraj and matur hwot wez inborn. The ar developments, the evoluŋshunz ov corrupt consepshunz bi corrupt parents, jestated bi mutherz induljent in corrupt thots, corrupt practisez, and wiced purpusez, enviirund bi elements hwich concur tu develop, if possibul, that hwich wez az corrupt az it cud be at consepshun, in a form az corrupt az it can be at birth. Enjenderd bi parents dep in corrupshun and wicednes; jestated bi a muther dep in corrupshun and sin; fosterd, fed, tot, trand, led and driven bi parents and attendants huz practisez ar onli corruptin, the ofsprin can be littul els than a consistensi ov corrupt elements, in hum the manifesteshunz ov lif nesessarili must be corrupt interpreteshunz or consepts ov corrupt motivz, corrupt thots, corrupt acshunz, corrupt pashunz, corrupt induljensez. Hwen everi element ov the embrio temz with corrupshun, and everi motiv ov her hu jestets—fosterz, moldz and develops the embrio—temz with corrupshun and lisenshusnes,—hwen the bein had thonz beginin in wicednes, and everi increment aded thartu from the muther hu jestated thon, temz in wicednes, can thar be eni coz for wunderment that wiced, depravd, corrupt ofspriŋz ar the prejeni ov wiced, depravd, corrupt parents? Rather, iz thar not just coz for wunderment that, in the prejeni ov sinful parents, thar ar not mor cesez in hwich the sinful berriz up the virtuus so dep that onli the sinful can be sen? But for the fact that the Creator set limits tu corruptin influensez in jenereshun, and determind bi lo that corrupt consepshunz, fosterd bi corrupt jesteshunz, shud rezult in aborti v developments, or in such deformitiz az ar not

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consistent with lif independent ov the muther, or in such deformitiz that an erli deth—in infansi or erli childhud—rezults from the want ov simmetri and vital pouer ov the several organz ov the bein, monstrositiz in the ras wud be mor numerus than ar thoz individualz hu me be rated, ech, a medium ov development.

In the creeshun ov man, tho mortalz wer med fre moral ajents, yet tu this fredum ov macin the self and the ofsprin, at the tim ov consepshun and durin jesteshun, infansi and childhud, limits wer set. Wun iz allowd tu appropriat ov thonz envirunz thoz elements hwich flecs, develop, and direct thonz bein in eni cors thon wishez tu go, until the rezults ov this flecshun, development and direcshun ov thonz bein from the normal lin ov lif, ar no longer consistent with the loz bi hwich arcetipal man wez created tu liv. At this junctur, thon incurz the consecwensez ov thonz chois, the penalti ov neglectin or refuzin tu follo the lin alon hwich onli the welbein ov man can be—that penalti hwich iz deth. And lon ar thon rechez this point, thon ecsperiensez the consecwensez ov thonz wiced chuzinz, in the distortin ov the form ov the sol in jeneral; in the distortin ov thonz several sensez; in the development ov morbid condishunz ov thonz facultiz; in the enjenderin ov morbid appetits hwich tend tu deform the memberz ov thonz bodi, corrupt the constituent elements, enjender a morbid condishun ov thonz bein and institut a cors ov lif at varians with everi element ov the envirunments from hwich alon thon can dro the nesessitiz ov a mortal. That iz, lon befor thon rechez the point beyond hwich lif in the bodi cannot be, thon haz lost that simmetri in the form ov the sol, haz lost that simmetri in the form ov the bodi, haz developt thoz deformitiz—thoz atrofiz and hipertrofiz—hwich ar the condishunz hwich we col dizez, and iz a sufferer,—in panz, sicnes, inabiliti tu satisfi morbid dezirz, the crevinz ov morbid appetits, the lonin for thinz tu

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cwench the fɨrz ov an inflamd activiti—ov the consecwensez ov the cheis thon haz mad ov the thiŋz hwich envɨrund thon. So, the impossibiliti tu satisfɨ the morbid dezɨrz hwich thon haz developt az the rezult ov a sinful cheis, becumz an afflicshun hwich groz and becumz mor aggravetiŋ az the morbid dezɨrz ar fed, until the development ov the morbid condishun iz so at verians with the loz ov lɨf that deth iz the rezult—hwarat the retributiv wurc ov memori, thruout eterniti, continuz that afflicshun ov the sol hwich, in the bodi wez begun.

On the contrari, no mortal iz so abandund tu thiŋz ov thonz cheis that thon can entɨrli obliterat the elements ov virtu hwich constitut the sentral prinsipulz ov the beiŋ ov mortalz. With vɨsez thon me, and with vɨsez thon ofen duz, so cuver the virtuz hwich in thon egzist, that the ar hardli, if at ol, perseptibul. But never duz the fors ov virtu, at eni tɨm, ses tu be activ. In the vishus, the activitiz ov the vɨsez ar paramount—ar so much in ecses ov the activitiz ov the virtuus elements ov the sol that the virtuus elements ar not, in the ordinari affarz ov lɨf, perseptibul;—so much in ecses that the cep the activitiz ov the virtuus elements in complet subordineshun. However, in sum cesez hwich I hav nod, in hwich the vishus semd tu be so much in ecses ov the virtuus that the mortal semd tu be entɨrli beyond redempshun, under the influens ov sum potent factor, the virtuus roz; asserted the rɨt tu rul; determind tu hold swe; subjugated, in a mezhur, the vishus; and trɨumft in the establishment ov a holsum, a lodabul lɨn ov secwensez hwich, in thar veri natur, hensforward constituted a virtuus lɨf. Such ar thoz marvelus cesez in hwich the truths ov the cristian relijun, folij, at an oppertun tɨm, intu the sol ov a streŋ mortal depli berrid in sin, reuz the virtuus hwich iz in thon, streŋthen it tu ecsersɨz its rɨt tu rul, nurish it with the elements hwich

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develop the gud, and in the buzum ov the redemd mortal, set up the cingdum ov heven.

In veri rar cesez, az potent haz bin, even in a dountroden condishun, this element ov virtu in assertiŋ a rit tu rul and in a determineshun tu swa the septer ov virtu from the senter tu the sircumferens, in the jenesis and development ov a mortal. In mi remembrans standz out in bold relef a beiŋ born ov parents so corrupt that wun mist wunder that the cud hav an ofspriŋ ov eni cind, huz wel proporshund fizec, manli port and nobul sol, vi with the best hum I ever nod. Scarsli les remarcabul iz a femel form hu wuns wez a member ov a scul hwich I tot. In sol and bodi, so different wez she from thoz hu bred her that wun cud scarsli belev that such an ecsellent spesimen ov humaniti cud desend from such ignobul parents.—In perpetuatiŋ the better elements ov our primitiv parents, and in developiŋ, at intervalz aloŋ the lin ov desent,—ofen, at nodz widli separated,—the better factorz ov arcetipal man and the dominant factorz ov a grandfather, or ov sum wurthi persunaj farther bac in the lin ov famili desent, such iz the potensi ov that res-prezerviŋ element hwich we dignifi bi the term atavizum.

That the ofspriŋ, in eni ces, ecselz the parents, in wicednes and in corrupt elements, iz not a matter ov wunderment tu eniwun competent tu judj. In thoz cesez in hwich the parents ar corrupt and habitualli practis and delit in corruptiŋ thiŋz, not onli du the enjender a corrupt ofspriŋ; but the muther hwil jestetiŋ that developiŋ entiti, in everi act, in everi thot, in everi emoshun, in everi condishun ov envirunment, imparts fud and influens hwich alacrifi and mac ecsuberant the groth, tu coz a beginiŋ tu hwich she haz acted her part. Thus it iz that the ofspriŋ iz lic untu the parents; thus it iz that the muther acts a larjer and a mor important part in the shepiŋ and developiŋ ov the ofspriŋ.

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Az the hu ar virtuus and delit onli in the practis and in the contemplashun ev thoz thinz hwich ar the acts ev the virtuus, beget and develop efspринz hwich abound in virtu, so the vishus hu du onli vishus thinz and hu delit onli in the contemplashun ev vishusnes and in the acts ev the vishus, beget and develop spesimenz in hwich, tu efen, vishusnes and corrupshun ar the dominant elements. The wurst elements egzistin in the wurst spesimenz ev the most wiced men, ar onli the products ev the yunyun ev corrupt parents, jestated and developt, fosterd, influenst and trend amid envirunments hwich favord the development ev the elements enjenderd. Let us not then disparej the loer order ev animat beinz bi specin ev the bas, corrupt, wiced elements hwich sumtimz apper in human beinz, az brutal or bestli. Rather, let us, in humiliti, on that, az men, in meni casez, pozzes thoz elements hwich mac them sem god-lic, in just az meni casez, spesimenz ar found in hwich ar the elements hwich mac them devil-lic; hwil it iz possibul for thoz hu led virtuus livz tu entel upon the stat a famili ev virtuus, nobul, filanthropic children, it iz cwit az possibul, and it tu efen happenz, that the hu liv vishusli, the hu encurej and foster lacsiti ev moralz, entel upon the stat a famili ev vishus, corrupt, depravd beinz—in sum casez, a veri hord ev fendz.

In the mind ev the reder me arez the incwiri: Me thez corrupt elements ev sosieti be reclamd bi educashun? Ar thoz born in such a condishun ev wicednes, and rerd in such a condishun ev wicednes that everi sens iz perverted, the judjment worpt, and the wil corrupted, amenabul tu the techerz art? Mi repli iz, No, emfaticli, no. The wurc ev the techer iz tu tech hwet iz born in thon hu iz tu resev instrucshun. The techer haz not the pouer tu creat in thonz pupil nu facultiz. Thon hu educats nursez, strenthenz, develops, trenz and dissiplinz, if possibul, hwet egzists in, and formz a part ev, the bein hwen thon

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bəginz pupiləj. Thə təcher plants nuthiŋ in thonz pupil; thon crəəts nuthiŋ in thonz pupil. Thon dəlz onli with thoz eləments hwich, at birth, egzisted and hwich continu tu egzist az thə eləments ov thə bəiŋ hum thon tranz. Thə təcher haz nəther thə pouer tu ad a siŋgul faculti tu thə sum ov thə pupilz facultiz, nor thə pouer tu tec a siŋgul faculti from thə sum ov thə facultiz with hwich thon wəz endəud at thə bəginiŋ ov thonz pupiləj.

Obzervəshun lədz tu a nəledj that thə sol ov man, in a normal condishun, consists ov a sertin number ov facultiz, or sol activitiz; that thə cweliti and condishun ov thəz, at birth, dəpend upon tu factorz, nəmli, (1st) hərediti, that iz tu sə, upon hwot thə parents wer prior tu, and at thə tim ov, consepshun, and (2nd) envirunment ov thə muther duriŋ jestəshun; that, after birth, thə dəvelopment ov thəz facultiz dəpendz upon thə ecsersiz ov ech and thə envirunin influensez egzerted upon ech duriŋ dəvelopment; that facultiz streŋ at birth, if so condishund that thə, hwil uther facultiz ar activ, can ecsersiz onli thə lest, and thə envirunment discurəjez dəvelopment, fəl tu dəvelop at that rət nesesseri tu mentən that dəgrə ov streŋth, az compard with thə uther facultiz, at eni subsəcwent stəj ov dəvelopment; that facultiz fəbul at birth, if so condishund that, hwil uther facultiz ar inactiv, thə ar holsumli ecsersizd, and so envirund az tu holsumli encurəj dəvelopment, so dəvelop that, az compard with thə uther facultiz, thə ar nərer them in streŋth; that facultiz normal at birth, if so condishund that thə ar holsumli ecsersizd hwil uther facultiz ar comparativli inactiv, and so condishund that thə envirunment promots a helthi groth, bəcum hipertrofid, so tu spəc, and thə dominant elements ov thə sol; that, in this stət ov thiŋz, egzists thə possibiliti ov so condishuniŋ eni individual, or ov eni individual so condishuniŋ thonself that fəbul facultiz mə gro streŋ, and that streŋ, vigorus facultiz mə dəvelop les ecsuberantli; and that bi so con-

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dishuniŋ the individual that the febul facultiz ar fosterd hwil the stroŋger wunz ar starvd, the several facultiz atten tu proporshunz hwich, az compard the wun with anuther, ar nerer tu that averej in the degre ev development and streŋth hwich caracterizez the facultiz ev the normal sol.

Farther obzervashun ledz tu a noledj that, az efspriŋz ar, under unfavorabul condishunz ev jenesis and jesteshun, born with malformd memberz ev the bodi, with parts ev a member, or wontiŋ wun member, or wontiŋ several memberz, so the sol, under unfavorabul condishunz ev jenesis and jesteshun, iz sumtimz born with a monstrus faculti or with monstrus facultiz, wontiŋ a sertin faculti or sertin facultiz; that, az an infant iz sumtimz born with a handles arm, or a futles leg, or a thumles hand, or a toles fut, or an erles hed, or a nozles or an iles fes, or a hedles truŋc, so, sumtimz, the sol ev an efspriŋ iz born wontiŋ in wun, or in meni, or in parts ev wun, or in parts ev meni, ev the facultiz egzistiŋ in a human beiŋ hwen thonz condishun iz normal.

Inded, if the sol be the primal element in the jenesis ev the beiŋ, the first factor, the motiv element in the dual ev a liviŋ beiŋ, the directiŋ influens in determiniŋ the development, the moldiŋ fors in determiniŋ simmetri or deformiti, then, in such cesez, the sol must be deformd in the act ev jenesis, and, in the cors ev its on development, determinz, bi the ecstent ev deformiti egzistiŋ in itself, tu hwet ecstent the deformiti ev the parts in the developiŋ bodi shal be. If the sol be the bilder ev the bodi, the arcitect ev the beiŋ, the motiv fors in the development ev the selz ev hwich the several parts ev the bodi ar med, the superintendent ev the fiziolejic funcshunz ev the several organz ev the beiŋ, the arcitect hu fashunz the materialiti ev the bodi tu accommodat itself and tu minister tu its nedz acciordiŋ tu its wishez, then deformiti ev the bodi, espeshal-

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li ev thoz parts ev the bodi open tu vu, iz an indecs ev the cind and ev the ecstent ev deformiti ev the sol hwich occupiz it—ev the arcitect hu bilt it, ev the tenant hu iz content with its condishun, ev the occupant hu enjoiz and admirz its proporshunz. Hens it iz that, bi loz divin, everi sol, in the act ev fashuning the bodi for thonz on homsted and for thonz on purpusez in the struggul for lif, placardz thonself in the act ev bilding, fashuning and manajing thoz elements most ecspozd tu vu. Hens, obvius enuf iz it, that, az the fes iz the most ecspozd tu vu and, instinctivli, the most prezented tu vu, in the fes, bi Providens decred, ech mortal so fethfulli, so fulli, rits and ecshibits the placard ev thonz on bein.

Hens it iz that thon hu iz verst in sicoloji, so redili redz the sol, its development and its idiosincrasiz, in the jeneral form, in the port and in the fiziognomi ev the persun. Hens it iz that the sicolojist so ofen ritli estimets the status ev sol-development and ev the idiosincrasiz ev thon intu huz fes thon lucs. Hens it iz that, from the erliest timz, fiziognomi haz dun so much in determining the real condishun ev the sol ev eni bein. Hens it iz that, in prezenting the fes and the cranium, we ecshibit that placard on hwich iz riten ol hwich iz nesesseri tu determin hwot, in sol, the persun iz.

The recognishun ev a deformiti in the sol ev a mortal, bi the averej persun, iz not so ezi az iz that ev a deformiti ev the bodi or ev eni member tharev. The averej persun redili notisez the deformiti if the noz be not develept, or if it be develept tu much; if the persun iz wonting in an i or in an er; in an arm or a leg; in a hand or a fut; in a thum or a finger. Not so redili duz thon se the defect if the persun iz born without the faculti ev smel; with an imperfecshun in the development ev the faculti bi hwich we cognizz lit and culor, and distingwish between the several culorz; without the faculti bi hwich we distingwish the

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cwəlitiz əv sound nesesseri tu muzic; without thoz facultiz hwich, hwen simmetricli dəvelopt, constituut the esthetic in a persun, and enabul thon tu be a critic in the fin arts.

Hens cumz that wont əv chariti hwich so widli egzists, toward thoz hu ar unfortunet in that the ar born wontiŋ sum əv the facultiz commun tu man in thonz normal condishun, or wontiŋ in simmetri əv facultiz hwen ol ar prezent. The mor so, in that particular in hwich we se that the hu suffer the greter losez bi the deformiti in thar on organizeshun, ar the les abul tu persev the real condishun, and az a consecwens əv this condishun, the pitiabul situeshun, əv thon hu chansez tu be the object əv critisizum, Notabul from the erliest timz haz it bin, that thoz hu apper tu be the nerest simmetric in bodi and in sol,—the best spesimenz əv simmetri əv form,—the most redili, the most fulli, the most satisfactorili persev the tru condishun əv thoz charjd with roŋ, and ar the most charitabul in deliŋ with thoz in hum roŋ iz nod tu egzist.

The hu suffer a deformiti in the facultiz involvd in judjiŋ, rarli rech a just conclusshun. Hens, the great difficulti tu find wun hu iz, satisfactorili, bi born condishun and bi that treniŋ hwich inherz in envirunment, endeud with that simmetric, ful development əv facultiz hwich inshurz sef rezults hwen thon iz cold tu sit in judjment respectiŋ matterz əv importans tu the stat.

Thez thiŋz beiŋ so, the sucsesful techer wizli secs tu tren hwot, in the mind əv the pupil, most nedz tu be fosterd, dissiplind and dəvelopt tu mac it comport favorabli with facultiz olredi better dəvelopt. Thon emz tu led out, enlarj, streŋthen and alacrifi thoz elements hwich ar febul and ned the fosteriŋ car əv a streŋ, cler, wel dissiplind mind and a ful, jenerus, simpathetic hart. Thon emz tu so encurej the activitiz əv the febler facultiz əv mind and tu so dissiplin ol the elements əv the sol əv the pupil that in thonz mental activitiz thon enjoiz the nerest

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appreesimeshun tu a balans ev facultiz: thon endevorz tu so enlarj and strenthen the littul and the febul that the atten tu such proporshunz, if possibul, that the balans the stronger and thus tend tu simmetriz, so tu spec, the mind az a hol. But, in thonz efforts, thon rarli, if ever, attenz tu the ful mezhur hwich thon sees tu rech. Inded, happi iz the techer if thon wurcs onli sum impruvment in the facultiz tu hwich thon addresez thonz efforts; and so impruvz them that the pupil and thoz with hum thon muvz, iz les inconvenienst bi the grat disparejment hwich orijinalli egzisted.

Then, sins it iz not possibul tu wurc a radical chanj in the persun tut, thon hu educats a filanthropist, produsez, az a rezult, an educated filanthropist; thon hu educats a nav, produsez, az a rezult ev thonz efforts, an educated nav; thon hu educats a ful, haz, az the rezult ev thonz laborz, an educated ful.

Sins thez thinz ar so, hou far iz the techer justifid in bestoiŋ the scil ev thonz art upon thoz hum thon belevz tu be tu lo in the scel ev moraliti, tu corrupt from birth, tu be elevated, bi educeshun, tu a holsum standiŋ in sosieti, tu far sitizenship in the stet? The cwestyun iz momentus and shud engej the mind ev everi persun hu essez tu tech. Thon hu pruvz fortunet enuf tu selv this cwestyun beyond disput, wil confer a grat favor upon me bi informiŋ me ev the rezults ev thonz laborz.

Az techerz, we ar under obligeshunz tu thoz hu emplei us and tu the stet ev hwich we form a part, tu du, under ol sircumstansez, the veri best we can; tu render tu everi pupil the best rezults ev the techerz art. In thus discharjiŋ eur duti, we ar efen disappeinted. The scil ev eur art efen accomplishez mor than we ecspect. It iz not possibul tu tel tu a sertinti, in everi ces, tu hwet ecstent conjenital corrupshun egzists, or tu hwet ecstent virtu iz a latent element, redi tu actuet the beiŋ and develop intu dominansi

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az sun az the envirunz favor. Az ofen ar we disappointed that our scil haz accomplisht so much az we ar that our efforts hav effected so littul. So, the conshienshus techer triz and trusts, and mecli abidz the rezults ov thonz efforts.

Led doun bi the Grat Techer az fundamental, iz that statment, nou hori with aj and supported bi the obzervashunz ov the wiz ov everi jenereshun, that hwot iz son wil jerminat, gro and develop intu entitiz lic untu thoz hu developt the sedz; and that the condishun ov the development ov the groths, dependz, in a mezhur, upon the envirunz and the cultur. Then, veri nesesseri iz it tu cep ever in mind that the techer, in thonz offishal capasiti, iz not the soer ov sedz. Rather, thon iz the factotum in the garden after the sedz hav bin son, after the hav jerminated, hwil the ned the hand ov an intellijent, scilful cultivator. The wurc ov the techer iz the tending ov the groths and the regulating ov the envirunz. Thonz iz the wurc ov feding and wotering; ov pruning and directing. Thon cannot convert wun plant intu anuther, tho thon me prun and shep a scrag intu a mor simmetric groth. Thon cannot reconstruct eni plant, tho thon me engraft an edibul frut upon a wurthles, noisum bush. Ov the brier, thon cannot mac a lili; ov the older, thon cannot mac the statli oc; ov the witch-hazel, thon cannot mac the grasful elm; ov the pin, thon cannot mac the waping willo. Farther, if thonz scil enabulz thon tu graft the cwins upon the thorn, the rezult iz a smol, starvd, undersizd bush, the frut ov hwich, even if it be edibul, iz not identical with that ov the plant from hwich the graft woz tacen. The prongz me be cut from the brambul bush; but the narld, unsitli nodz, tho better than the offensiv elements nativ tu the bush, testifi tu the jeneric histori ov the plant in cwestyun,—hwich, az sun az abandund tu its pristin forsez, develops groths cindred tu, and in most instansez, stronger than, thoz crept bi the prunerz sherz. Ined, tu return tu thonz born form iz the tendensi

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ov everithiŋ animat—vejetabul or animal. The form—the activiti tu develop sertin proporshunz and releshunz ov the entiti—iz enjenderd,—iz determind in consepshun and jesteshun; the ecstent tu hwich, in thar ecsentrisitiz, eni ov the parts ar developt, iz ol hwich can be veri far controld bi eni hand or bi eni moldiŋ influens.

Erli in the morniŋ ov the first de ov the term, I woz in the sculhous tu set in order hwot neded tu be arrenjd and tu lern hwot I cud ov the behavyor ov the pupilz. Mor rufnes, bad laŋgwej, hutiŋ, houliŋ, yeliŋ and shoutiŋ, cud hardli be ecshibited bi the sem number ov pupilz under eni sircumstans. Ech semd tu be in wont ov respect for thonself and for everiwun els. A bludi noz and a bruzd i, at the col tu scul, witnest tu me that the pleground woz the sen ov fits; and that the yuŋ miscreants, in the act ov fitiŋ, nod upon hwot part tu plant a blo, tu mec it effectual. The condishun and apperans ov sum hu, duriŋ the moriŋ, had, upon the pleground, bin duiŋ ruf wurc, wer such az, in me, pouerfulli stir the dispozishun tu lafter. Az a consecwens, I woz gretli punisht in mi efforts tu menten that ecshibishun ov digniti and compozhur hwich caracterizd the oldtim sculmaster.

In the act ov enrolment, meni insidents occurd hwich provoct an upror,—loud, clamorus, bicerin toc; sosi anserz tu cwestyunz nesesseri tu definitli asserten nemz ov pupilz, parents, etc. Tu a burli, rufli attird mis ov thirten, I addrest the cwestyun, Hwot iz the nem ov yur father? In replii cam, Hum, ha—I dont no.—Astonisht at the anser, I sed, Yu du not no hwot iz the nem ov yur father? Promptli cam the repli, It's a smart child hu noz hu her daddi iz.—Wel, az the apperans woz that sum utherz prezent mit be just az limited in noledj ov parentej, I woz mor jeneral in mi cwestyunz, and left detelz for sezunz in hwich pert, impudent repliz wud affect fuer and punish me les.

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Thε wurc ov enrolment accomplisht much. It helpt mε tu lern thε nam ov εch pupil, and thε famili from hwich εch cam. It so condishund ωl that εch had an oppertuniti tu disple thε stuf ov hwich thon wωz mad; and it enεbuld ωl tu lern meni thiŋz hwich ar factorz in mi bεiŋ, and abωut hwωt εch mit ecspect in eni cεs ov disobεdiens ωr inattenshun tu hwωt mit bε rεcwird ov thon. Bεfor haf ov thε namz wer catalogd, thε larjest bωi (in hiz sevententh yεr ov εj) hurld a bωl ov chωd paper in thε direcshun ov mi hed. It mist mi εr bi thε spεs ov an inch. Immεdiatli, I addrest mi rεspects tu him. Seiŋ nuthiŋ, I aroz, wωct doun thε il tu thε sεt in hwich hε sat, sεzd him with both handz, bi thoz parts ov hiz garments hwich cuverd hiz sholderz, forsibli stript him out ov hiz sεt, violentli shuc him til hiz hed went everi-hwich-wε, and until, from handliŋ, hε wωz tu gratli εnerveted tu struggul much. Then, with thε left hand ecstendiŋ him tu a proper distans, with thε rit hand I bωcst him, until, from mε, hε never nεded eni mor.

Az I lifted thε εcamp from hiz sεt, intu thε il, tu cam tu assist him. Εch ov them I sent I no not hωu ωr hwither; but, hwen I wωz dun with him huz εrz I bωcst, I pict εch from thε flor, turnd him over mi nε and, with mi rit hand, so dusted hiz trωuzerz that no uther wun εεmd wiliŋ tu so condishun himself that hε mit rεεv lic trεtment. But, bεfor I rεcht thε char bεhind thε tεcherz desc, εum impudens and banteriŋ ov a big girl engεjd mi mind. Promptli I turnd and, without utteriŋ a wurd, εεzd her sholder, forsibli and cwicli drωd her intu thε il, stud her upon thε flor, shuc her furiusli and then bωcst her εrz, rit and left, til her loŋ har luct az flacs lucs hwen handuld in thε act ov scutchiŋ.—Subsεcwentli, in a converseshun with thε pupilz, abωut thε affar, shε stated that, at wun tim, shε thωt her hed wωz bωcst εf; that shε thωt shε felt it stric thε wωl on thε sid ov thε hωus.

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Bi this tim, we wer farli under we, introdusiŋ ech tu the uther; and, in the persunaliti ev ech uther, we wer becumiŋ, bi degrez, az it wer, mor interested. Sun, the pupilz becam mor respectful ev tim, ev ples and ev him huz rit it wez tu guvern. Sun apperd sum manifesteshun (fant tho it wez) ev thoz releshunz hwich subsist, in a holsumli guvernd scul, betwen the techer and thoz tot. Inded, az the afterwardz confest, the wer ol reseviŋ instrucshun ev the most holsum cind, az fast az the cud tec it. The wurc ev enrolment neu began tu prosed mor smuthli, with fuer interrupshunz, and with mor respect in replibiŋ tu cwestyunz asct. A disagreabul shortnes and an offensiv acsent in the spech, wer notist in meni; but cwit az meni wer notist tu replib in fer and in trembliŋ. Wun hu went hom for her dinner, hwen asct hwot she thot ev the nu master, replibd: He haz littul tu se; but he iz a becser; he necs them everi-hwich-we; he must hav bin brot up tu scutchiŋ flacs. I never so flacs so becst with a scutchiŋ nif, az wez the har ev S. Pz hed. Sum ev it wez, I thinc, becst out bi the ruts. And the har ev Z. F. wez scutcht out a gret del wurs; in fact, he cem blamd ner becsiŋ hiz hed of, tu.

The wurc ev classifiŋ wez not difficult. In educeshun, littul advansment had bin med in eni lin. The first prinsipulz ev everi subject tot, wer purli, if at ol, understud. Nowun studid grammar. A fu had bucs for the studi ev jeegrafi; but, the dirti condishun ev the bucs and, espeshalli, the torn condishun ev the levz, wer evidensez ev the littul attenshun the had bestod upon the matter thar bucs contend. Clasez in redin wer first formd. In redin, without ecsepshun, serri wurc the med. Folts ev everi cind and, in meni casez, the veri most discurejiŋ, apperd in everi pupil. Then, tu mec matterz wurs, ech semd tu be avers tu redin and rebelyus agenst eni effort med tu tech thon tu impruv. So, at wuns, a wor ev subjugeshun

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follod. For a hwil, cenli it wez wejd. But, in the cors ov events, sum ov the mor susseptibul wunz cot the spirit hwich led tu holsum efforts tu red wel. Sun, thez med rapid progres in the art; wun, bi the effectivnes and the attractivnes ov hwet the red, the attenshun ov utherz; alacrifid them tu the studi ov rediŋ; and wurct a chanj in ol hwich, in most cesez, rezulted in a gret impruvment in the wurc ov rediŋ and in a dezir tu red wel.

Tu the ecsersizez in rediŋ, we devoted much tim and clos attenshun. Az ech impruvd, thon so mor ned ov an abiliti tu red wel, in order tu be abul, the mor redili and the mor satisfactorili, tu perform ol uther wurc beloŋiŋ tu the dutiz ov a pupil; and tu yuz profitabli, at hom, the eurz hwen lezhur happend.

In the handz ov nerli ol hu wer old enuf tu sifer, wez a copi ov Smiths commun scul arithmetic,—dirti, torn, wontiŋ, in meni cesez, a number ov pejez, and, in meni cesez, bacles. A barrennes ov a noledj ov the veri first prinsipulz, apperd in everi pupil—larj or littul. Sum, wariŋ out the levz az the progrest, wer siferiŋ, az the sed, ner the middul ov the buc. Sum wer nerer the end ov the buc. But, hwarever eniwun wez, ol the levz hwich thon had turnd, wer worn out and gon, or els so smerd and dobd with dirt that hwetever had bin printed tharon cud not be red. However, with the condishun ov thar bucs and with the condishun ov thar hedz, I found az littul folt az possibul. The wurc ov classifiŋ began bi recwiriŋ ol hu had bin engejd in the studi ov arithmetic, tu stand in a ro fasiŋ the blacbord—a medli ov tol, ecsuberant sapliŋz, and scrubbi brambulz, with narld, stunted undergroths—in garments az verius az in siz—from the most hansum silcen fabrics tu tatterd and torn dirti linen, or dirtier wulen ragz, tu ecstravagant tu behold without the feliŋz ov noshea and avershun.

With noteshun and numereshun, we began. The wurc

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wez nu tu ol. Tu secur attenshun, at first, recwird grat effort and much wurc ev diverz cindz. An eur we drild — til several had bin flegd, til ol wer weri ev standiŋ, til meni had asct tu be allond tu sit in order tu rest. In arithmetic, no lessun did I assin. But, az sun az the mor urjent uther dutiz insident tu a master ev a district scul wer discharjd, I recwird ol tu be agen arranjd in a ro fesiŋ the blacbord. Hwet numberz I wisht red, I rot distiŋctli upon the bord. Then I recwird that, az I (pointiŋ tu the figurz with an indecs) red them, so ech, siŋcronus with mi veis, shud red them. At first, veri wild and discordant wer the efforts hwich wer mad; and, meni wer the attempts tu mac sport in the wurc ev rediŋ and tu yuz the condishun ev standiŋ clos in a ro, tu pla praŋcs and tu mac trubul. But, hwen tu sum ev the wurst wunz, it wez fulli demonstrated that the big, strat hicori sprout hwich I yuzd az a pointer tu the figurz on the bord, servd az wel, in mi handz, tu dust garments and tu rez revz upon the persun ev eni disorderli pupil, mal or femal, larj or littul, without seremoni, les ev tim from resitashun, or even a temporari remuval ev the offendiŋ wun from the lin ev the clas, fu venturd tu offend or tu sho inattenshun. With a fu ecsepshunz, ol wer sun amenabul tu rul, obedient tu advis and respectful tu him hu wez essaiŋ tu impruv the condishun ev thoz hum he wez triŋ tu guvern. Az we progrest, a brit-id littul wag drest in dirti, ragged clothz, huz handz and fet luct az luc the bac ev a tod, huz sosi ecspreshun and rud mannerz evidenst an inglorius heritaj from ignobul parents, cot the spirit ev the occazhun, so in figurz hwet he had net sen befor, becam interested and, siŋcronus with mi veis, az I red, spoc so loud that he attracted the attenshun ev ol in the clas. The fact that he had olwez bin nod amuŋ them az favorabli for ignorans and a dislic tu studi az he had for dirtines, raggednes, rufnes ev mannerz and ev laŋgwej, and a redines tu fit enibedi

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or enithiŋ hε met, badli prεpard them tu credit hwet the herd and so, az hε, obzerviŋ hwet I wez duiŋ, so closli wetcht hwet I rot and so εgerli rεpεted hwet I sed. Hiz interest increst. Or the end ov the secund lessun, az I pozd a littul, so that sum hu εemd tird, mit rest, the bei, in a plezant, incwiriŋ ton, sed, Master, if yu shud rit eni mor figurz upon the left ov thoz on the bord, wud yu hav eni nam for them? This beiŋ the first cwestyun asct mε bi eni ov the scul, promptli I rεplid, Yes.—Hε then incwird, Hwet wud yu col them?—Haviŋ riten sics figurz upon the left ov thoz olredi upon the bord, and haviŋ separated them bi a comma, intu grups ov thrε εch, I stated that thoz in the first grup wε col bilyunz and thoz in the secund grup wε col trilyunz. Shoiŋ az much interest az amazment bi the intoneshun ov the wurdz hε yuzd, hε sed, Cud eniwun count so meni? Tu mi rεpli that scolarz ar, in thar wurc, oblijd tu count so meni, hε asct, in termz and manner ful ov amazment, Cud the no and cud the mac enibodi els no hou meni the had counted? Promptli I rεplid, Yes; the wurc ov this lessun iz tu tεch yu hou tu count, hou tu rεcord hwet yu count, and hou tu ecspres tu utherz hwet yu hav counted.—Veri rεspectfulli and in tonz overfloiŋ with interest, hε rεplid, Go on then; I wont tu lern that; I did not no that eniwun cud no so much.

Thε incwiri razd bi the bei, arouzd the attenshun ov meni in the clas. That hε shud manifest an interest in enithiŋ hwich a tεcher did, surprizd them; that hε shud ecspres a dεzir tu lern enithiŋ hwich cam within the provins ov the tεcherz art, arouzd in them a curiositi tu se hwet wez engajiŋ hiz attenshun, and hwet I wez attemptiŋ tu du. That I shud peshentli and complesentli lisen tu hiz incwiriz and so greshusli rεpli tu them in wez tu mac him no that hiz cwestyunz wer proper and that I wez plεzd tu anser εven that dirti wag, wez not les surprizin. Then, that that miserεant shud bε aweet tu asc for noledj and that

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hε shud find acseptans in the nu master, wer facts hwich the hu wor brodcloth, starcht diciz and satin cravats, cud not comprehend. So, amuŋ thoz hu stud in the lin, woz a divizhun. Surpriz, incwiri and appruval bemd from the fasez ov meni; but surpriz, frownz, disgust and contempt apperd in the fasez ov az meni mor; hwil, in the countenansez ov utherz, woz red an apathi hwich loŋ had bin, and hwich woz then, defiŋ the scil ov the techerz art.

Az we rezumd the wurc ov the resiteshun, formost and olmost in frunt ov the lin, woz that ragged, barfut boi, promptli respondiŋ tu everi recwirment. With a wil, he resited. Hiz streŋ, cler, wudland vois raŋ out atop ov ol hu essad tu utter. Hiz efforts encurajd utherz. Sun, mor voisez wer herd; mor promptli ech spoc; mor interest woz manifest;—stil, ledin ol and hier than eni uther wun hu spoc, woz herd the vois ov him hu, in ol the ruf sports, ruf didoz, and trubul-meciŋ praŋcs, led the scul. And, at subsecwent resiteshunz, for a hwil, he led; but, sun, utherz, huz born abilitiz and favoriŋ envirunz med them hiz superiorz in mind, becam az much interested, and az sedulusli studid and drild. Bi so duiŋ, the sun developt latent elements, tu an ecstent not attend in wun huz born capasiti iz inferior.

Az the dez follod, at the ret ov tu ourz a de,—an our in the fornun and an our in the afternun,—after the first tu wecs,—we wurct our we thru noteshun, numereshun, the formeshun ov numberz, the scelz, the sinz yuzd in arithmetic, the propertiz ov numberz, addishun, subtracshun, multipliceshun, divizhun, involushun and evolushun. But, on our we, sun we lernd that the welfar ov ech wud be better, shud thoz resitiŋ be divided intu an inishal and an advansiŋ clas. Sloli progrest the inishal clas; but, gud wurc the did and veri gretli interested did the becum. The advansiŋ clas progrest rapidli—the interest manifest-

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ed bȳ ech in subjects discust being commenshurat with the nedz ov the persun.

In this arithmetic wurc upon the blacbord, no bucs we yuzd. However, groing out ov the lessunz given, much wurc, both at thar sets and at hom, wez recwȳrd ov ech pupil. Fundamental prinsipulz wer submited, fulli discust, and inculcated bȳ much driling and oft repeted revuz. Then wer submited problemz egzemplifȳing thez prinsipulz, tu be wurct and submited for egzamineshun at the necst resiteshun—a wurc hwich areuzd much enthuziazum and hwich wez attended with veri happi rezults.

Respecting the arrenjment ov the arithmetic wurc dun and submited upon paper, sever recwȳrments wer med. Sistem in the arrenjment ov matter, netnes in the mecing ov figurz and letterz, presizhun in punctueshun, clernes in the statment ov propozishunz and fitnes in the yus ov wurdz yuzd tu ecspres ȳdeaz, wer criticalli noted and severli critisȳzd. A patch ov dirt, a finger print, a blot or a meninles marc ov the pen upon a paper, wez notist, not onli az a blemish upon the paper, but also az a glaring thing hwich indicated sluvenlines ov the mȳnd ov thon hu handed tu thonz techer or tu eniwun els a paper in such a condishun,—a cweliti tu be depreceted bȳ the master and tu be overcum bȳ the pupil. Nor wez les attenshun ped tu the ethics ov ech and tu the chastnes ov the spech ov ech, in the wurc ov critisȳzing the paperz ov the utherz. Ided, in everi particular, the esthetic element reseevd a ful shar ov attenshun.

In the mentȳm, ech pupil wez encurejd tu du hwet thon cud fȳnd tȳm tu du after performing the wurc insident tu the blacbord lessunz, in the studi ov the prinsipulz and in the solushun ov the problemz, in hwetever chapter ov the arithmetic thon wez engejd at the tȳm at hwich I began tu tech. In prosecuting this wurc, ech pupil wez a clas bȳ thonself,—after the fashun ov the oldtȳm masterz

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ev a hundred yerz ago. Tu ech I devoted tim enuf tu alacrifi thon in the wurc hwich thon wez duiŋ. In most casez, the enerji displad in the prosecyshun ev this wurc wez veri commendabul,—in meni direcshunz. Sum (espeshalli thoz hu hithertu had bin the wurst in behevyor and the most trubulsum elements in the scul), sedylusli devoted everi minit the had after discharjiŋ the dutiz insident tu pupilz ev thar standiŋ, tu the wurc ev arithmetic. In a fu wecs, rapidli the turnd the pejez ev thar bucs; and az the turnd them, the protected them agenst smer ev dirt and thoz abradiŋ influensez hwich had defest or destroid the pejez hwich the had turnd befor the nu razhem. The bei hu, in the first mornin ev the term, resevd a sever flegiŋ duriŋ the wurc ev enrolment, first completed the wurc ev hiz arithmetic. The morniŋ folloiŋ the de in hwich he turnd the last lef, he apperd with a nu copi ev the wurc he had completed. Thru this he past in a veri fu dez. The amount ev wurc hwich he deli ecsecuted, wez amaziŋ. Shut of from opportunitiz tu ecspend hiz enerjiz in maciŋ trubul for the techer and mischevus sport for the pupilz, and encurejd in the wurc ev arithmetic, for hwich, bi the we, he had an aptnes, he consentrated hiz penerz upon the wurc befor him, found plezhur in it, and accomplisht hwet tu ol semd fabulus. The morniŋ folloiŋ the de in hwich he turnd the last lef ev hiz nu buc, he prezented a copi ev Smiths hier arithmetic; and, ar I had completed the term and a haf for hwich I wez hird, he had completed the wurc in that velum, had med himself thuroli master ev ol it contend, and had begun the studi ev Benicasulz menshureshun. But, I am serri tu stet that, hwil this fello progrest so rapidli in the accwizishun ev the contents ev bucs, and wez so obedient, so complesent tu me and uncwelifidli amenabul tu the rulz ev the scul, hwen awe from the scul, and az sun az he cwit attendiŋ the scul, he wez littul, if eni, better than he wez

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hwen Ꝥ first med hiz accwantans. Thε nəledj and dissiplin hwich hε accwȉrd at scul, ەded him in dεvelەpiŋ and ecsεcںtiŋ hiz wiced scεmz and ەfen servd az a pںspںrtںu tںu sosȉεti intںu hwich, with les lerniŋ, hε cںd nەt hav enterd. Rεspectiŋ hiz carεr, and espeshalli rεspectiŋ this fεz ەv hiz lȉf, hε haz ەfen, at leŋth, tںct with mε. Hiz ەft rεpεted stںtment iz, Buc lerniŋ dںz nەt mںc bەiz better; hەuever, it mںcs them mںr effishںnt in hwەtever the essε tںu dںu. If devilz the ar, no ںther thiŋ servz them so wel az thoz thiŋz hwich the dεrȉv frەm gںd, effishںnt tεcherz and gںd bںcs. Meni a man wںd hav bin sەvd frەm a leŋ term ەv prizںn lȉf, had hε bin cەpt awε frەm gںd scںlz, effishںnt tεcherz and gںd bںcs.

Fەr a term ەv yεrz, a rںf carεr wەz hiz—tںu rںf tںu fەrm eni part ەv this stەri. Hەuever, at thε aj ەv thirti, hε embںrct in biznes in a nەborin siti. At wںns, hiz talents and hiz lerniŋ inshںrd sںcses. Az a biznes man, hε bεcںm pەpںlںr. At prezەnt, hε iz rەted a valںںabںl, a progresiv, bεnevەlںnt sitizەn.

In thε scںl wەr fەr ںther bەiz, εch thrε yεrz yںŋger than hε, hںu, in pەint ەv badnes, wەr mںch hiz inferiەrz and, in ںbiliti tںu lەrn, cwȉt az mںch hiz inferiەrz. Yet, thεz bەiz sںn cەmpleted thε arithmεtic hwich the had bεgںn, purchεst nںں cەpiz ەv thε sεm wںrc, perfەrmd thε wںrc tharin prεscrȉbd, and med a lەdںbںl bεginiŋ in thε stںdi ەv Smiths hȉer arithmεtic, a wںrc ەv sںm prεtenshںnz. In thε cںsez ەv thεz bەiz, thε imprںںvments in mەral elεments wەr cەmmenshںrںt with thε intellںctںںl prەgres the med. Dەںnrȉt gںd sitizەnz and veri effishںnt, ەnەrںbںl biznes men hav ەl thεz bەiz grەd tںu bε. In arithmεtic, thε prەgres ەv ەl thε ںther bەiz (and ەv thε girlz, tںu) wەz lەdںbںl,—cەmmenshںrںt with thε cںpasiti ەv εch. In mەralz, the az mںch imprںںvd. But, thε trεtment ەv εch, in matterz ەv dissiplin, wەz sںmtȉmz sεvεr. Wںn ەv thε ladz, ەltho a member ەv wںn ەv thε welthiest and most influںenshںl

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familiz in that district, wez a filthi scamp hu, for yerz, had bin a pest and a terror tu everi master hu preseded me. That he wez a member ev a famili in hi standiŋ, had sevd hiz bac meni a sever stripiŋ, and had allowd him tu du filthi thiŋz without incuriŋ the consecwensez hwich ot tu inher in such behavyor. Wun de, duriŋ the first wec ev the scul, he med a mus on the flor. Without seremoni, incwiri or foltfindiŋ, with him az a mop, I wipt the flor clen ev the mus and thru him, in hiz defild garments, out intu the yard. Az it happend, the ground upon hwich he alited wez wet and spunji; so, no bonz wer brocen. Hwen he had sumhwet reacted frem the ruf handliŋ and the shec cozd bi alitiŋ in a mudhol, he muvd toward hiz fatherz hous—a spectacul, the sed, tu behold and tu be smeld, tu. Hwen, frem throiŋ him intu the mudhol, I returnd tu the sculrum, matterz tharin wer cwiet enuf. Sadnes and fer shon in everi fes. Even the wurst fello in the scul, with a sad and confuzd countenans, wez poriŋ intentli over hiz buc. The consecwensez hwich mit fello the tretment ev this scamp, semd tu sorli engej the mindz ev ol; the mor so, I thiŋc, becoz ev the fact that, onli the de befor, for an attempt tu fir the sculhous, I had severli flegd and then thron frem the hous, tu ev hiz cuzinz, hu, that de wer not prezent, and huz father, it wez reported, wez, that de tecin legal advis respectiŋ that matter.

Erli in the folloiŋ morniŋ the trustez ev the scul vizited me, tu ecspres the satisfacshun the ecsperienst in the cors I wez pursuiŋ in the manejment ev the scul, and tu inform me that hwetever mit fello az a rezult or rezults ev the tretment I had delt thez thre offendiŋ scamps, the, in eni and iŋ ol matterz wud justifi mi conduct, endors mi cors, and defend me. The most prominent wun, in siz az wel az in soshal influens,—he stud sics fet and for inchez in hiz buts, wez brod and broni, and shod a fist, az he vehementli jesticulated, hwich, becoz ev its siz and its

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apperans ov strenth and hardnes, mit wel terrifi eni hu apperd in hiz we,—stated that the condishun ov the scul, for a gud hwil, haz bin so bad that it cud not hav bin wurs; that the gravest obstacul tu the reducshun ov ol tu a commun level and tu that condishun hwich must preval in eni gud scul, haz bin, and stil iz, that leftines, that hotines, that brutbetin practis and that tirannizin we ov thoz hu send thar children tu scul drest in brodcloth, in silc and in uther fineriz,—stuc up tu the noshun that, becoz the ar the children ov welthi, aristocratic parents, the must be privilejd tu du enithin, no matter hou indesent, no matter hou offensiv, no matter hou hurtful tu the felinz ov utherz, no matter hou detrimental tu the condishun ov our scul. Nou, I tel yu, yun man, planli and candidli, we, az trustez ov this scul, az emploierz ov this scul, (he sent for pupilz; anuther trustz sent tu; the uther sent wun, hu woz hiz onli child), appruv the cors hwich yu ar pursuin and we men tu stand bi yu; yu hav begun rit and we wish yu tu continu tu du rit, at eni cost, and—we believ yu hav the curej tu du it. Hwen, the uther de, yu so severli hwipt mi boi, I sed, Amen! I am glad tu lern that we hav a master hu carf, and hu wil, handul a boi ov eni siz (hiz woz a big wun), and hu wil compel obediens. Obediens, obediens—implisit obediens in ol thinz—iz the first and the last—the alfa and the omega—the thin without hwich nuthin gud can be dun.—Then with flashin iz, flusht fes and an intens countenans, rizin in hiz buts until hiz stolwart fram in that attitud cud be lifted no hier, az he brot hiz huj fist from a sit hier than hiz hed, intu the pam ov hiz hand, he sed: Yun man, I emfasiz it, it iz yur duti tu compel obediens and tu establish and tu menten order; it iz our duti tu stand bi yu and tu encurej and tu ed yu in the discharj ov yur duti, and we ar determind tu du it hwenever nesesseri.

At the end ov this veri forsful and elocwent haran, the

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lic ov hwich I had never befor herd, amuŋ us, a littul interchanj ov wurdz follod, duriŋ hwich I ecsprest mi appreshieshun ov the interest the wer tecin in pasiŋ events and in the attitud hwich the had assumd toward me and toward the wurc hwich I woz duiŋ. In the veri fuest wurdz and in the veri humblest wa, I ashurd them that I shud, under ol sircumstansez, discharj mi duti tu ol, without a hop ov winiŋ applœz œr a fer ov incuriŋ blem œr senshur; that, az the had emploid me tu be a master ov that scul, master ov that scul I wud be.

The then informd me that serius matterz wer pendiŋ,—the events ov hwich nowun cud tel. The informd me that the ecspected the father ov the boi huz garments I had so sorli defild bi yuziŋ him az a mop-cloth and then throiŋ him intu the marsh, wud, duriŋ the fornun, vizit the sculheus and institut prosediŋz tu secur redres. The further stated that, in thar deliberashunz, befor the cold upon me, the had desided that it wud be wel for wun ov them, at lest, perhaps for ol ov them, tu vizit the scul that mœrniŋ and remen duriŋ the fornun. Tu this statment, I unhezitatiŋli replid: Hwen yu hav dun yur errand with me this mœrniŋ, yu ma better go cwietli and wurdlesli hom and engej in yur deli vocashunz. I am, bi delegeshun ov yu, az trustez ov this district, master ov that scul,—ov the heus, ov the greundz and ov ol hwich appertenz thartu. Tu me, yu hav commited the cepiŋ ov them; and, until I surrender the cez ov the bildiŋ, thar I am in œtheriti. Thar thon hu venturz tu disobe, and thon hu cumz tu disturb, wil alic incur hwet such offensiv conduct merits. Thon hu venturz tu assel me in mi loful ples ov biznes, in mi sculheus, wil, at wuns, incur hwet the loz ov the stet vouchsef tu a master ov a district scul, az thonz rits in acts ov defens; thon hu cumz pesabli tu confer about matterz reletiŋ, in eni wa, tu the scul, wil be met cordialli, franeli and politli; thon hu cumz tu assel, tu disturb, tu breubet,

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tu overo or tu threten, wil fond littul opportuniti tu ecshibit thonz mennes, and a veri fu secundz tu ste.

Mi advis the tuc and impeshentli awated the developments ov the de. Upon leviŋ them, I at mi brecfast—a big wun, mi hostes wez wunt tu se—and went directli tu the sculrum. Hardli had I ficst the big armchar hwar I cud worm mi fet bi the stov, hwen I herd the craship neiz attendiŋ the forsibul turniŋ ov the hevi latch-bolt in the big lec upon the hevi dor, and so the dor furiusli muviŋ upon its hinjez tu admit the hurriiŋ, blusteriŋ, beisterus, enrejd persunaliti ov him hu wez the father ov the bei hum I had thron out ov dorz. Hiz Gud morniŋ wez utterd in stentorian tonz. Hiz blac iz flasht venjans; hiz hoti men wez enuf tu cover enithiŋ hwich cud be affected bi that ar; hiz supersiliusnes wez cen enuf tu wither enithiŋ sev a sculmaster; hiz het breth, az he spoc, rusht forth lic the simun ov the Sahara; the wurdz he spoc temd with rath, venjans and ecsterminesshun. But, tu hiz surpriz, in culnes and compozhur, he wez bid tu be seted, az I offerd him the big armchar. Hotili he spurnd hwet I prefferd. Tharupon, I agen bad him be seted and, az I peinted with mi left hand tu the char hwich I had offerd him, mi manner and men compeld a poz in hiz beisterus utteransez. Duriŋ that poz, emfaticli, but cindli, I bad him be seted. Tharupon he rord forth sum ecspreshunz hwich wud not embellish this pej if printed in letterz ov gold. Betwen him and me wez the char hwich I had prefferd; on mi rit, wez a ro ov descs; on mi left, the stov. Luciŋ him sternli in the iz, I stept tu the left, and az I past the stov and wez olmost ner enuf tu him tu rech him, in wurdz hwich he cud hardli fel tu her, becoz ov the distinctnes and emfasis ov utterans, I sed, Sit in that char. He realizd hiz situeshun; he felt that the di wez cast. He nod that instantli he must sit in that char, or els, thar wer mor than ten chansez tu wun that he wud be liŋ stretcht upon the

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flor; and that, in ol probabiliti, he wud incur a handliŋ mor inglorius than that hwich had bin delt tu hiz sun. Instantli, so cwicli did he go intu the armz ov the char that no pupil standiŋ bi wez ever abul tu tel hou he did it. Hwen he wez seted, az culli az I cud, I informd him that he wez in a hous over hwich I onli had control; that huever enterd that hous must accord tu me the respect du a district sculmaster; that, in the neglect or refuzal tu du so, eniwun, regardles ov siz, aj, standiŋ in sosieti, or political or offishal preferment, wud pe the penalti out ov hiz persunaliti, if it tuc hiz hol bodi tu du it; that if he had eni dout about the matter, we wud prosed tu pruv mi statments without dela.

Duriŋ the bref periud ov cwietud hwich follod, I stated that, nou hwil he wez cwietli seted, if he had eni biznes tu transact with me, I wez redi tu act mi part; that, if he had eni grevansez tu offer, I wud her them. Tharupon, with an air ov importans, he began tu stat that I wud find that I wez amenabul tu lo, if I, just then, cud hav thiŋz mi on we. But, air he completed hiz sentens, he so tu hwet hiz attempt tu a replī wez ledīŋ; hiz ton ov vois loerd, he asct forbarans hwil he stated the fu thiŋz hwich he wisht tu se, and then, in aspen vois, lamented that hiz bei had bin so severli treted and the famili, bi the act, so shemfulli disgrest. He stated that, hwil he much dezird tu hav the opportuniti tu send the bei tu me tu scul, he plenli so that it wez a moral duti tu cep him awe, and that he hopt that nuthiŋ els mit occur tu disturb the pes and presperiti ov the scul. Then, rizīŋ and bidīŋ me gud mornīŋ, he cold hiz sun and tuc him awe with him.

But, oltho the bei wez thus tecen awe, he wez absent onli a littul hwil. In a fu wecs, he agen apperd amuŋ us az a pupil. Hiz return wez not held—it wez dreded bi ol. But, he gratli disappointed us, in a veri agreabul we. He nou studid veri dilijentli and impruvd veri gretli in man-

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nerz az wel az in intellectual attanments. No trubul had I with him, nor with hiz father; nor with eniwun els, after the pupilz reported hou I settuld with hiz father; nor had I tu punish, for eni offens, eni pupil, in eni wa, after that. Ov cors, in meni wez, pupilz did meni thinz hwich wer not rit and hwich compeld mi attenshun. But, the menshun ev the offending conduct and the wa tu avoid it, wez al hwich wez nesessari tu mantan order and tu secur respect. Sun, order, harmoni, cooperashun and progres marct everithin in, and everithin about, the scul. Emploierz wer plezd and pupilz wer cherful and happi. A prosperus, a happi scul wer we,—tu hwich we nou from our gra hedz—techer and pupilz—luc bac with prid and satisfacshun.

But, in the scul at Recteun, the boiz wer not the onli trubulsum element. In that scul wer girlz hu ecshald mischif with everi breth the ecspird. Nor did the escap that attenshun ev the master hwich thar conduct demanded. However, in most casez, the wer cwit amenabul tu tretment and, in a fu dez, wer redust tu order, and becam industrius.

A rinleder ev the girlz in al thinz lafabul and outlandish, wez wun hu cud hardli be matcht in clounishnes and buffuneri. She wez tal ev statur—the talest ev al in the scul—se fiv fet and nin inchez—had lit har, lit blu iz, a lit skin, and a mouth hwich never mist fir nor feld tu fel the gam, let it be amd at hwet it mit. She wez amazingli nimbul, ajil and suppul, and az flet az a grehound. Flecsibiliti, in her, nod no boundz. Intu eni shep or intu eni ples she wisht tu be, she wurct herself. And the cwicnes with hwich she past from wun shep intu anuther and from wun ples intu anuther, surpast the cwicnes ev enithin els sav that ev the wezel. A fens wez seldum bilt so tit or so ner tu the ground that she cud not crep thru it or under it; nor, so hi, so ruf, or so defiin that she did not ezlii lep it or clim over it. An ordineri picet fens she scipt

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over az duz the bəundiŋ grəhəund. A catgalloz az hi az the top ev her hed, she ezili lept, and if eni fello in the parti jumpt az hi, she, with a littul tucin up ev her garments, ezili jumpt a littul hier. Indəd, tu bet her, or even tu match her, in enithiŋ recwiriŋ streŋth, flecsibiliti, cwicnes ev muvment, fletnes, elastisiti in spriŋ, or dəunrit tufnes ev musul or endurans ev streŋth, wez the rarest ev occurrensez. With eniwun, mel or femel, she resuld, and pritti sertin wez she tu cwit the gam first best, if, tu du it, she had tu sholder the fello with hum she yoct. Wuns I so her yoct with a bulli hu, az sun az she engejd in the grip, ferd that he wez goiŋ tu be thron. Sun, her loŋ flacsen har wez disheveld tu the end and sported freli on the brez, az over the sword the hwirld lic spiniŋ teps. The fello ecspected tu accomplish much bi tripiŋ. But, unabul tu ecstricat hiz fet from an entaŋgulment ev the scirts ev her garments, he went rufulli doun beneth her, amid the merri shouts and loud huzzaz ev the veri meni hu wer witnesez ev the spectacul.

A tre she wud clim lic a bar; and efen, she get nerli bar in climiŋ. But, in such matterz, she get aloŋ with marvelus ez and fredum from senshur. If ever a slou wez tu dep, or tu wid, or tu beggi, or tu bushi, tu be waded bi her, I cud net tel hwar it wez. And then, after wediŋ a slou,—hou cud yu no that she did it?—A persun with mor decsteriti in the yus ev garments tu consel condishunz and tu effect the ecsecushun ev scemz, haz net bin born in Hunterdun. And yet ol hwich she did, wez dun purli for sport,—with net the shed ev intent tu hurt the feliŋz, the preperti, or the persun, ev eniwun. Nor did eni hu nod her, fel tu se that ol her outlandish shinz, ol her buffuneri, ol her ecsentric acshunz, wer performd merli for the purpus ev sport and tu entertan such az lict her cind ev fun.

A fu dez after the beginiŋ ev the term, duriŋ a nun reses, az I returnd from dinner (I borded with wun ev the

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trustɛz huz hous wɛz les than ɑ hundred yɑrdz frɛm thɛ dor ɛv thɛ sculhous), I found nɛt ɑ pupil in thɛ sculhous, upɛn thɛ plɛgrɛund, nɔr in sit, nɔr in hɛriŋ. Dɛzɛrted wɛr ɔl thiŋz; and thɛ plɛs wɛz az cwiɛt az dɛth. Tu mɛ thɛ matter wɛz ɑ misteri. Tu sɛlv it, I cwiɛtli and az pɛshɛntli az pɛssibul, ɑwɛted dɛvɛlɛpments. At thɛ tim tu cɔl scul, I raŋ thɛ bɛl—lɛuder and lɛŋger than ɛver I had bɛfɔr. In rɛspɛns tu thɛ riŋiŋ, cɛm nɛt ɑ pupil. Impɛshɛntli and cwɛriiŋli, I wɛted and I wɛted—til tim pɑst hɛvili and I bɛcɑm veri aŋcshus. But, sumthiŋ mɔr than an ɛur ɑftɛr thɛ riŋiŋ ɛv thɛ bɛl, I fɛntli hɛrd ɑ littul hilɛrius nɛiz in ɑ direcshun frɛm hwich I did nɛt and cud nɛt ɛcspɛct ɑ pupil tu cum,—sins, in that direcshun, onli ɑ fu rɛdz ɑwɛ, wɛz ɑ slɛu nɛt lɛs than thirti yɑrdz wid,—nɛt dɛp, tu bɛ shur; but, in mɛni plɛsɛz, thɛ surfɛs wɛz cuvɛrd with wɔtɛr and, in ɔl utherz, thɛ swɔrd wɛz so wɛt that thɛ cɛuz, az thɛ wɛdɛd it, saŋc in thɛ mud, ɔlmost tu thɛ nɛz. But, in thɛ direcshun ɛv thɛ nɛiz I luct—tu witnɛs ɑ sɛn hwich cɛnvulst mɛ with lɑftɛr, ɛven if it did grɛtli tɛrrifi mɛ, az I cɛntɛmplɛtɛd thɛ cɛnsɛcwɛnsɛz ɛv hwɛt mi pupilz wɛr duiŋ. Az I luct ɑcrɔs that slɛu, in ineffabul astɛnishmɛnt, I sɔ thɛ pupilz ɛv mi scul, in siŋgul fil, hɛdɛd bi thɛ bigɛst girl in thɛ pɑrti, carriiŋ ɑ larj ɑrmful ɛv thɛ bɛuz ɛv swɛt birch. Bɛhind hɛr, lɔdɛd with birch sprɛuts, fɛllɔd, thɛ larjɛr wunz first, then thɛ lɛsɛr wunz, then thɛ lɛst, so that thɛ pɑth mɛd bi thɔz hu wɛr larjɛr, rɛndɛrd thɛ pɑssɛj ɛv thɛ lɛsɛr wunz ɛzier. With hɛr scirts fiɛst az I nɛvɛr bɛfɔr sɔ scirts fiɛst—fɔr wɛdiŋ, sɛrtinli—thru that slɛu shɛ cɛm, ɛn ɑ bɛ lin, hɔldiŋ hi hɛr bundul ɛv birch and hwɛtɛvɛr ɛls shɛ hɔpt tu cɛp ɑbuv thɛ mud. Az shɛ stɛpt, sumtimz thɛ fut saŋc dɛp intu thɛ mud, sumtimz it saŋc dɛpɛr;—but hɛuɛvɛr dɛp it wɛnt dɛun, shɛ had strɛŋth ɛnuf tu pul it ɛut and plɑnt it fɔr thɛ nɛcst stɛp—ɔltho, tu du so, sumtimz shɛ had tu lɛn pritti wɛl tu wun sid and thɛn pritti wɛl bɑcwɔrd and

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then pritti wel forward—but thru she cem lic a heroin. Az she emerjd frem the sleu, she stept upen the flat surfes ev a huj rec hwich ecstended a littul abuv the surfes ev the drier greund, and turnd tu surve the erea hwich she had crest and tu notis heu thoz hu fellod her, wer sucsediŋ in welloiŋ aleŋ the trac she had med. With merri shouts and gleful jesticuleshunz, she encurejd the jeded and the wecer wunz tu persever and tu hesen thru tu the sit she wez enjeiiŋ. Menhwil, tu cler her fet ev mud, vigorusli she cict, first wun fut and then the uther fut—first out in frunt, then sidwiz az far az she cud cic, then bacwardz,—then gev a hevi stemp upen the hard surfes ev the rec, tu briŋ the mud deun frem the hier parts—then anuther vigorus cic—til I ferd that, in efforts tu clen herself ev mud, she mit thro her fet ef. Al the hwil, she so manipuleted her garments az wun wud hu ferd that the mit becum seild; and so held her bundul ev birch that it remend clen ev mud.

Az she stept upen that brod, flat rec, she wez a spectacul tu behold. Bonnetles; her leŋ flacsen har stremiŋ in the zefirz ev a brezi April afternun; her scirts so fantasticli festund; her fet, aŋculz, and legz almost tu her nez, cuverd with blac mud frem the sleu—she stretcht herself az hi az her streŋ, tel fram cud be lifted, tuc a jeneral surve ev the prespect toward the sculheus, then ev that en her rit and then ev that en her left;—then, turniŋ tu se heu thoz hu essed tu fello her thru the sleu, wer sucsediŋ, she prest tu her left sid her armful ev birch, rezd hi her rit arm in becuniŋ tu them tu hesen aleŋ, and leudli shouted, Cum en! Hurri up! It iz after scul tim and the master iz wetiŋ.

Sculmaster tho I wez, and respensibul for al I se, and for mor than I se, I found miself convulst with lafter. I wez thaŋceful that, for the moment, I wez alen in the sculheus and that nowun cud no heu that sen affected me. But, sun a sen mor serius fellod. Az she luct bac over

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the leŋ lin ev thoz hu essed tu follo her, she so that sum had waded thru and wer upon drier ground. But, further bac in the lin, she so that sum ev the leser wunz had so mird doun that assistans wez cwicli neded tu ecstricat them from entaŋgulments hwich wer rapidli groiŋ wurs. Promptli she hevd her birch az far az she cud thro it; her garments resevd anuther hitch, and strat tu the nerest wun she mad her we, lifted him out ev the mud and, carriiŋ him under her arm, waded out and stud him upon the flat roc from the surfes ev hwich, so latli, in triumf and egzulteshun, she had survad her envirunz. Then, for anuther she went. Then, for a littul girl she went, huz scirts wer so loded with mud that she cud scarsli stand erect or drag them along, even after she wez carrid out ev the mir. Then for anuther bei she went, hu left hiz but in the mud from hwich, with difficulti, she lifted him. Then anuther, tu tird tu attempt tu wollo thru hwar utherz wer struglin with so much displa ev difficulti, she brot from the drier ground beyond the slou, and plast upon the brod, flat roc. In the act ev carriiŋ this wun acros, she lost a shu. Then for anuther she went—nor did she ses her wurc ev assistans until ol wer acros the slou and redi tu form the colum hwich she heded and led tu the sculhous dor. Az tha cam, I met them thar. Az ech arrivd, thon led hwot birch thon had, upon the bundul depozited bi her hu set the pattern for hwotever wez tu be dun, luct up intu mi fes, and awated rezults. Ecseptiŋ her, nowun spoc—she toct ol the hwil—a tociŋ mashen cud not hav bin mad tu toc mor—in the most hilarius and in the jolliest mud she toct; but, hwot she sed, and tu hum she addrest hwot she sed, I never nod—I wez tu much absorbd in the apperans ev thiŋz and in the consideresh un ev hwot mit follo this wild displa ev mortal enerji.

Well! Well! The apperans ev ech and the condishun ev ol, wer beyond descripshun. In meni casez, from sol

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tu croun, wez mud. Smerd fesez, muddi har, spatterd and dobd necs, bedobd handz, buzumz fild with mud, shuz and buts fild with mud; torn scirts, torn pants and cots; torn hats and muddi, torn bonnets;—and enithiŋ els hwich a pupil wor (so far az I cud se) wez wet and smerd with mud. For the wurc ev the afternun, a serrier plit the cud hardli be in; and yet I cud se, bi the twiŋcliŋ ev the iz ev meni, that this wez net the first tim the had bin in such a plit—that the had bin out with V befor and that, hwen out with V, the wer net ecspected tu go around sleuz, brambul bushez, ston heps, rec fensez or thorn bushez;—that hwen out with V, hwar she led, ol unhezitetiŋli follod; that if, in wediŋ a sleu, a shu or a but wez puld of, the went on; if, in goiŋ thru briers, brambulz and thornz, the clothiŋ wez streŋ enuf tu hold tugether, it wez wel for thoz hu wer at the ecspens ev furnishiŋ the garments; but, if it wez net, a tar, henever gret,—or even the les ev a larj pes, from hwetever part it mit be teken,—wez tu smol a consideershun tu coz a holt, a complent or an incwiri.

Bi incwiri, I lernd that the had vizited a swempi part ev the mountin mor than a mil awe, tu procur swet birch; that the wer in the habit ev vizitiŋ, in spriŋtim, this swemp, tu get birch; that the de befor the had determind that the tim wez at hand tu vizit the swemp, and that, on the folloiŋ de, ol must cum tu scul prepard tu go. Farther incwiri reveld hwet surprizd me much and hwet relevd me ev much ev the aŋzieti hwich I wez sufferiŋ,—nemli, that the parents ev ol, or ev nerli ol, the pupilz nod that thar children, under the captinsi ev V, intended tu vizit the swemp that de, and, noiŋ much ev the peculiaritiz ev the leder, ev hwet must be encounterd in meciŋ the vizit, and hwet efen attended thoz hu tuc part in the ecsploits med under the captinsi ev V, the had retend at hom several ev the littuler wunz and such ev the larjer

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wunz az the wisht tu not incur hwot, az a rul, happend tu thoz hu venturd upon ecspedishunz under the leder-ship ov V.

In the cors ov the defens the mad, the disclozd that the had weded tu sleuz befor the recht the wun hwich I so them cros, and that the most ov the mud the carrid woz brot from the first wun hwich the had encounterd; that, tho the sleuz wer difficult ov passej, a thicet (a jungul, realli) thru hwich the past, woz the most rezistful ov the thinz hwich the had met and that, in that thicet, the had left meni ov the ragz hwich wer tharin torn from thar clothz. That I manifested so much consern at the apperans ov ech and respectin the condishun in hwich the wer, and that I luct so serius and toct so gravli respectin the matterz, ol semd gretli surprizd. But, az sun az a poz in mi spech alloud, V, sumhwot affectedli and with an ar ov surpriz and with an ar az serius az I ever so her war, began a defens ov thar conduct and an attempt tu suth the trubuld condishun ov mi feliuz. Standin on wun fut with her rit sholder hitcht hi, her trunc strenli flecst in the sem direc-shun and her hed bent far over toward the left and doun az far az cumfort wud allou,—so that the hed semd tu be in an upsiddoun pozishun, she sed: Hwi, master; this iz nuthin; we'v efen bin in a wurs fics than this; we dont car for a littul mud—it dont hurt us;—our focs car veri littul hwar we go, so lon az we du no harm and dont get hurt. The'v sen us az muddi az we nou ar, and muddier tu; the'l scold a littul, I ecspect, about our torn clothz; but we can ezili mend them and then it wil be ol rit with them. I am serri we did not return tu the sculhous in tim tu begin scul at the yuzhual our. We did tri tu du so; but the birch woz hard tu get, and the swomp woz weter than we ever so it befor, and the sleuz wer weter, tu; and so we cud not mac hedwa. We did the best we cud.

Az I intentli gazd at them and notist hou badli the had

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torn thar clothz and hou larj must be sum ov the pesez torn from thar garments and hou much ech ov them had sweted and the meni evidensez ov the hard wurc performd bi everi wun ov them, and espeshalli bi her hu had commanded the ecspedishun, I douted not that ech wun ov them had dun the best that thon cud, in everi difficulti the had met. Just then, az I surved them, the spectacul semd so lafabul that I fald tu manten that severiti ov countenans and that osteriti ov spech and men hwich techerz ar ecspected tu manten hwen compeld tu witnes such senz, and induljd in a harti laf. Relacst from her distres, bi notisiŋ the effect the sen produst upon me, az cwicli az a cilder and much accordiŋ tu the modz ov that bird, V ran up the slopiŋ sid ov a larj roc the crest ov hwich wez about for fet abuv the turf. Az she stud upon the veri pinnacul ov the crest and intentli and winiŋli luct doun upon me, in a vois hwich wez modulated tu suth me, and in laŋgwej intended tu justifi hwot the pupilz had dun, tu ashur me that hwot, on this trip, the had dun, wez not unyuzhual and that the parents ecspected nuthiŋ different from hwot I so, she sed: Hwi! Master! Ol the masterz befor yu let us go tu the birch swomp az ofen az we wisht,—and the did not car hou muddi we wer hwen we returnd, nor hou much our clothz wer torn; the just med us go tu our sets and attend tu our biznes until scul wez dismist, and sed no mor about it.—Tu her elocwent, pathetic, ernest spech, I lisend az wel az I cud; but the figur she med hwil standiŋ upon that roc, imprest me mor than enithiŋ she sed. Wun fut in a shu from hwich mud and woter gusht at everi muv she med; the uther fut cuverd onli with a stociŋ—in meni plesez badli torn, and everihwar cuverd with mud; her garments just az the wer fiest for wediŋ the sleuz; a brod lethern belt ensirkliŋ her west; the buzum ov her dres open tu admit the culiŋ brez; her har disheveld and swiŋiŋ at ful leŋth upon the jentul

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brez; her brest and nec besmerd with meni a patch ov mud; her ful, pleful, winiŋ blu ȯz bemiŋ fun, frolic and hilariti from beneth a brod, retretiŋ fered richli spatterd with mud; her chees crimzun from the egzershun she had med and spatterd with the mud she had splasht in her scrambulz; her prominent mud-smerd noz; her ful, merri mouth, hwich pled a smil, a giggul or a ha-ha, az the condishun ov thiŋz recwird tu cep ol in gud yumor and ol in cherful spirits, med a spectacul never tu be forgot. I had red the descripshunz bi *Publius Virgilius Maro* and bi utherz, ov Venus az she apperd in her dres and with her ecwipments, suted tu the ches ov the wild bor,—wel! I thot ov thez descripshunz—and then I thot: Wel! had yu sen sumthiŋ like Venus ov the Roctoun scul percht upon that roc after her return from the swomp tu get swet birch, yu wud hav bin so dezd with the spectacul that yu wud never hav attempted tu describ it—yu wud hav nod that yur *calamus* wud fel tu du justis tu that spectacul—tu sum parts ov it, at eni rat.

Az sun az the condishun ov ech pupil cud be assertend, sum ov them wer recwird tu go tu a ril in a medo ner bi, tu wosh, az no woshiŋ hwich cud be dun in a woshbesin, cud be adecwet tu the nedz, and then tu return tu the sculrum tu attend tu the scul wurc ov the afternun; utherz wer sent directli hom tu be wosht and utherwiz treted az thar parents directed. Tu mi surpriz, no wun folted ether techer or pupil for the condishun ov thiŋz hwich rezulted from the ecspedishun tu the swomp. However, the necst morniŋ, I provided that such a trip shud not agen be med. At wuns, I informd the pupilz that, in thar sports, gamz and roviŋz, the must not go beyond the limits ov the hafecer hwich constituted the land appurtenans ov our scul properti,—hwich tu them semd narro inded, and hwich gav V grat consern, sins within thez narro

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limits she wud scarsli find rum for such ecsersizez az wer nedful tu the helth ov her groiŋ sistem.

Az a consecwens ov the limiteshun abuv menshund, that de, hwil I wez diniŋ, I herd mor noiz and hilariti in the direcshun ov the sculheus than wez, az a rul, herd upon the plegreund ov a scul hwich I tot. Oltho mi host, the trustε, and the uther memberz ov the famili, ecsprest that the thot nuthiŋ unyuzhual wez transpiriŋ, that the pupilz ofen med mor noiz and ecshibited mor hilariti than that hwich then disturbd mε, I hesend toward the sculheus—tu sε V standiŋ upon the top ov the chimni, catchiŋ at the bolz, stonz and stics cast up tu her and dodjiŋ thoz thron tu hit her. Tu the εvz ov the ruf she had assended bi menz ov a larj pol hwich had wuns servd az a rider ov the ston fens, but hwich then chanst tu li bi the sid ov the fens, upon the greund beloŋiŋ tu the scul. In lugiŋ the pol (hwich wez veri hevi) frem the fens tu the bildiŋ, in reziŋ it tu the ruf and in securiŋ it so that it mit not slip hwil she wez climiŋ, oltho freli assisted bi thoz hu wer larj enuf tu help, she had dun a del ov wurc, had seild her clothz badli, had bursted the faseniŋz ov the buzum ov her goun, had bursted the lethern belt hwich she wor about her west, had redend her checs and flusht her fes, had disheveld her har, and, in jeneral termz, I mit se, had set herself in arz ov persun and dres hwich she regarded the most becumiŋ,—at eni rat, in the arz in hwich thoz hu best nod her, the mor frecwentli so her. The gelz ov April wer duiŋ thar best with her loŋ har and her lus, flantiŋ scirts. And tu mec sport for ol hu wud partisipat, she wez duiŋ her best, tu. Sum ov our nashunal arz, she cud siŋ a littul. Ov the *star-spaŋgvld banner*, she saŋ the parts, tu her noshun, most sutabul tu the occazhun. Ov patriotic haraŋ, she gav a del; and ov hut, hurra and wild hallu, she gav mor, veri much mor, than I wisht tu her. Az she so me advansiŋ toward the

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sculhous, she cwit her noiz, stretcht her hed sciward, stud erect, dropt her handz bi her sidz, and intentli gazd at me, apparentli seiŋ: Wel! hou du yu lic this?—Her loŋ har farli cract az it woz switcht bi the brez; the calico ov her goun rusuld amaziŋli az it woz blon far out tu the leward, hwil her ernest, flusht fas and her ful, winsum, sparcliŋ iz, bemd shouerz ov plezàntri and gud cher. Had she bin provided with a torch, I mit hold that, in this act, she woz the prototip ov the godes ov liberti illuminatiŋ the wurld. Az it woz, had Bartolde sen her, in hiz dezin ov the figur hwich nou adornz the metropolis ov the western wurld, he wud, I thiŋc, hav provided for mor har and an ampler displa ov dres scirts.

Several ov the uther acts ov V wer scarsli les entertaniŋ; oltho, tu her credit be it sed, she never wilfulli disobed the regulashunz ov the scul; nor did she ever plot hwot she hopt mit mac trubul for eniwun. A commendabul element in V woz, that hwil she woz ever redi tu laf with her companyunz and tu mac sport for them, she woz never gilti ov lafiŋ at them nor ov maciŋ sport ov them. Az a consecwens, hwil meni mit be unwiliŋ tu clam buzum frendship with V, nun wer wiliŋ tu declar, or even tu intimat, hatred tu her. Tu this de, thez gresiŋ cwelitiz, in her caracter, stand out in bold relef. Hwil I cannot clam that she haz wun the admireshun ov ol, thez cwelitiz hav ever bin so prominent that she haz ever compeld the chariti and gud wil ov ol hu no her. Duriŋ her wumanhud, the hav enabuld her tu bar the severest trialz ov lif with fortitud and cherfulnes. Inded, in cesez in hwich uther wimen wud hav bin despondent and melancolic, she haz bin seren and hopful; and in ol thiŋz hwich wud admit, cherful and merri.

The rijid dissiplin hwich V incurd hwil a pupil in mi scul, she bor without murmur. In her, it rot meni chanjez and gretli lesend that tendensi tu outlandishnes hwich so

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strongli caracterizd her erli lif. A livli remembrans ov meni thingz hwich past hwil she wez a pupil tu me, she stil entertanz and tu meni ov the events hwich occurd during "thoz gud old timz," az she iz wunt tu stil the dez during hwich I tot at Rectoun, she ofen recurz and, in langwej peculiarli her on, remindz me ov meni senz hwich, but for this, wud, long ago, hav bin so deepli berrid beneth the accumulating facts ov the mor serius, the mor weti, affarz ov lif, that nou, I wud not be abul tu recol them.

In this scul, I had mi first ecsperiens in teching beginerz in the art ov speling and reding, bi the fonic method. In Morz scul, I thuroli tot and rijidli practist the fonic method; but in that scul wez not a beginer.

Tu the scul at Rectoun cem thre brit, clenfest littul girlz hu had not lernd the alfabet. Tu utherz, hu nod the namz ov the letterz and hu had, during the presading summer, lernd tu spel wurdz ov for letterz and tu red a littul, also cem. Thoz hu nod not the alfabet, wer ech sics yerz old,—at that tim, a child les than sics yerz old wez seldum (and thon shud never be) sent tu scul in a rural district. Thoz hu nod the alfabet, wer fulli a yer older and had bin, during the tu termz ov the presading summer,* in that, or in anuther, scul. The wer provided with Cumliz speling buc—az gud a buc for beginerz, ecseptin *the fonic speler, sillabater and first reder*, prepard bi Meri B. Rudibec and publisht bi the *fonic publishing heus* at Ringoz, N. J., az I ever handuld. The tu hu cud spel and red a littul, wer encurejd tu du, during the intervalz in hwich I cud not be drilin them, hwet the cud in the we in hwich the had previusli bin tot. Tu le asid the bucs,

* At the tim ov hwich I rit, the sculz had no long summer vecashunz, az at prezent. The scul yer wez divided intu for termz or *cworterz*, ov twelv wecs ech. The tu termz beginin in April and endin in September, wer cold the summer termz. During this part ov the yer, a district scul wez frecwentli tot bi a yung man hu had had no previus ecsperiens in teching, or bi a ladi; but yuzhualli onli masterz ov ecsperiens wer demd competent tu manej a scul during the winter termz.

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tu devot ol the tim for a hwil, tu fonics and vocal calisthenics, I regarded a muvment hwich mit arouz in them, in thar parents and in ol conserud, feliŋz, comments and objecshunz hwich I did not wish tu be enjenderd. In order tu continu tu yuz, az much az semd nesessari, both the bucs hwich the had bin yuziŋ and the methud bi hwich the had bin tot, sics timz a de, thris in the fornun and thris in the afternun (the scul de woz then at ourz leŋ), the wer ecsersizd in speliŋ and rediŋ in the old we; and then, after ech ov thez ecsersizez, the wer drild, a hwil, in fonics, in hwich, sun, the becam depli interested and tu hwich the ped sedulus attenshun. Upon the blacbord, the resevd lessunz in formiŋ letterz and in adiŋ tu ech the diacritic marc hwich iz nesessari tu indicat the sound hwich, in eni given situeshun, the letter indicats. Sun the lernd tu print thar lessunz on slats—tu the astonishment ov meni and tu the ineffabul delit ov thar parents. Sun the lernd the script letterz and hou tu diacritisiz them. Then, tu thar parents, follod a clamor for peper, pensilz, penz and such uther implements az mit be yuzd in ritiŋ thar lessunz and such uther thiŋz az the mit wish tu rit,—thiŋz ov reseviŋ hwich the had littul hop, and yet, thiŋz wurthi ov an onest, persistent effort tu secur. At that tim, the sparsest ov ol the materialz tu be yuzd bi pupilz in a district scul, woz ritiŋ peper, and everiwun hu pozzest it, yuzd it az frugalli az possibul. So, hwen beginerz, so tu spec, asct for that commediti hwich woz the rarest ov ol thiŋz yuzd in scul, parents thot that the must be tociŋ practic lessunz in ecstravagans, and hezitated a great del and med not a fu incwiriz, befor the desided hwot tu du. The wurc hwich thez tu urchinz and thoz hu had begun tu lern the alfabet, wer duiŋ, and the progres ech ov them woz maciŋ, wer arguments hwich rouzd parents tu an interest hwich med them deziirus tu furnish hwotever promist most tu promot progres and tu

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remuv everi obstacul hwich mit, in eni we, imped. So, suner than I thot I cud prudentli asc for ritiŋ peper, (we had bin yuziŋ broun peper in hwich thiŋz from the stor had bin rapt, the marjinz ov nuzpeperz, etc.), wun morniŋ, befor the coliŋ ov scul, wun ov the littul girlz handed me a veri snug rol conteniŋ a haf ov a cwir ov fulzcap—the larjest cwontiti I had ever sen in the handz ov a pupil in a district scul. Az she handed me the rol, she sed: That iz sum ritiŋ peper: I brot it tu du mi ritiŋ on—tu copi mi lessunz and tu lern tu rit letterz: I thot it wud be niser tu yuz than the pesez ov broun peper hwich we hav bin yuziŋ. Wont yu cep it for me and cut for me such pesez az I ned hwen I wont? Father and muther thot that wud be a gud we tu cep it clen and tu cep it from westiŋ.—Ov cors, I did az she recwested; and az I woz plesiŋ the rol in the desc, I commented that it woz cind and veri wiz in her parents tu furnish her with thiŋz hwich wud be so effishent in enebliŋ her tu accwir erniŋ; and that I hopt that her conduct and her progres in erniŋ mit be such that the mit se that she yuzd wel both hwet thiŋz the provided for her yus and the oppertunitiz hwich she woz enjoiiŋ tu lern tu yuz them.

Then, in hi gle and in a merri vois, she turnd around tu gret her companyunz, hu, bi the we, had bin intentli obzerviŋ hwet she had bin duiŋ and hwet I had bin seiŋ. Insted ov hurriiŋ out tu ple, a veri spirited and a veri cordial chat occupid several minits ov thar tim. Incwiriz respectiŋ that rol ov peper and hou she ecspected tu yuz so much peper, absorbd the mindz ov meni—ov meni mor than beloŋd tu her clas. A novelti and a bit ov ecstravagans it semd tu meni and, az a consecwens, it becam a them for the gossips ov the neborhud—so much so that, for a hwil, duriŋ brecfast, dinner and supper, I had it az a sezuniŋ tu everi dish. Mi host, beiŋ a shumacer az wel az a veri activ truste, securd at veri littul cost, no dout,

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much hwich wez aflot respectiŋ the ecstravagans ev the nu master, in the yus ev fulzcap for beginerz, in a fulish practis ev marciŋ en paper hwet wez olredi printed in bucs.—Az he wez a born tez and az he wez ecsellent in the art ev culoriŋ eni laŋgwej eut ev hwich fun or amuzment mit be wurct, deutles, hwen tociŋ, he yumord hiz clientel, tu dro from them ol hwich he cud, tu secur matter tu serv tu me, hwil at the tebul, in culoriŋ tu sut hiz purpus.

However this ma hav bin, wun morniŋ the parents ev tu littul girlz hu had no fulzcap tu yuz, but hu wer duiŋ ecsellent wurc upon such pesez ev uther paper az the cud secur, stept intu the sculrum and acsepted sets not far from the blacbord. Az the enterd, the littul mortalz, az merri az if the wer at ple and ol aglo with the biznes ev the lessun, wer printiŋ upon the blacbord, sum wurdz tu be yuzd in a dril in fonics and vocal calisthenics. The advent ev fatherz and mutherz scarsli confuzd or embarrast them; uther vizitorz had bin prezent hwil the wer handliŋ choc. Rather, the prezens ev thar parents inspird them tu du the wurc in hand better, I thot, than I had ever befor sen them print. And then, hwen the tim for thar ecserseiz arrivd, hwil the first wun cold wez ecsplaniŋ tu me hwet she had riten, and hwil she wez performiŋ thoz evoluŋshunz in calisthenic utterans, nesesseri tu a cler, presis foneshun, a ful, streŋ, veluŋbul sillabiceshun, and a distiŋct, cler, forsibul pronunshieshun ev the wurd speld, compozedli but egerli awatiŋ the oppertuniti tu perform hwetever mit fol tu her, ech luct ernestli, fervidli and merrili intu the fes ev the uther, then intu mi fes, then intu the fesez ev the vizitorz, until the coliŋ ev the nem,—hwarat, with a dignifid men, an ar ev compozhur, confidens and ashurans, in a cler, veluŋbul veis, she utterd ech fon (not the nem ev the letter bi hwich it wez indicated) in ech sucsesiv sillabul and sillabated the fonz az she proseded tu the end ev the wurd. This beiŋ dun, she

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clerli sillabated, mezhurdli articulated and forsibli and volubli utterd the entir wurd. Then, in a cler, distinct, volubul vois, she twis utterd the entir wurd,—giving tu ech fon its ful sillabic valu and tu ech artus that poz—that hiatus—nesesseri tu a grasful, volubul, yufonic utterans.—Then, in respons tu the cwestyunz respecting the diacritic marcs afficst tu sum ov the letterz found in the wurdz she had speld, she went intu a deteld resital and illustreshun ov the several soundz hwich ar sumtimz reprezented bi the sam letter, and ov the nedz ov menz tu so marc the letterz ov veriant soundz that, in eni individual cas, we me no, tu a sertinti, just hwet sound iz tu be utterd in lu ov the letter; and that, in sum ov the casez hwich she sited, without sum menz tu determin hwet sound the letter tharin reprezented, in speling the sillabul, nowun, espeshalli no beginer in the art ov speling, cud no hwet fon tu utter in thonz attempt tu spel the sillabul. Then follod egzampulz tu support the facts hwich she had stated and tu justifi the practis hwich she wez rapidli lerning and hwich, az everi obzerver so, wez affording her ecscwizit delit.

At the cloz ov the ecsersiz, a fu pointed cwestyunz wer asct the pupilz and the master, bi the vizitorz; anuther lessun wez assind and the clas dismist, tu giv plas tu anuther clas ov older pupilz, hu pruvd tu act in wez scarsli les entertening than thoz hu had displed so much enthuziazum in the wurc ov lerning tu spel and red. Hwen the vizitorz had bin entertend a fu minits bi the performansez ov this, an arithmetic clas, in hwich wun ov the familiz had a sun, the uther, a doter, the cwietli aroz and went directli tu a stor hwich wez scarsli tu hundred yardz awe, tu purches for ech child, a cwir ov fulzcap (in duing hwich, the egzosted the merchants stoc). Sun the returnd tu prezent hwet the had purchest, tu thoz pupilz hu, an our befor, had so entertend, so delited, them with the zel

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the displed in the wurc the wer duiŋ and in the progres hwich the wer maciŋ in the art ov redin.

The thre littul girlz hu nod not the alfabet, wer also provided with Cumliz speliŋ buc; but, ov the buc, for a hwil, we med littul yus. Tu begin the wurc ov instructiŋ them in the prinsipulz hwich underli the art ov rediŋ, and in hwich ol shud be drild in the wurc ov lerniŋ the alfabet and its yus in the art ov speliŋ and ov rediŋ, I rot upon the blacbord, the letterz A and B. I told them the nam ov ech and shod them hou, with the choc or with the pensil, tu mac ech. I then recwird ech tu attempt, with the choc, upon the bord, tu mac A; then tu mac B. Then, with az much nisseti and presizhun az possibul, I utterd the fon hwich I wisht ech ov them tu utter az the nam ov the first letter, namli, the fon a. Hwen I had repeted the utterans ov this fon several timz, I recwird ech wun separetli tu utter the fon with me—giviŋ tu it fulnes ov fors and nisseti ov finish. Hwen, with me, ech had utterd the fon several timz, I recwird her tu utter it alon. Then I recwird ol ov them, in consert, tu utter the fon with me. Agen, in consert, we repeted the utterans; and agen, with mi on vois, I encurejd and assisted them in the utterans ov the fon until, tu utter promptli, fulli and forsibli, ech med a gud, onest effort.

Then I recwird ech tu utter the fon alon, and tu repet the utterans ov it until she had becum yuzd tu heriŋ her on vois in maciŋ the sound, and until she had lernd sumthiŋ ov the we in hwich she shud manuver the organz ov spech in formiŋ it. Then I recwird ol tu join in consert in the utterans ov it and tu du the wurc with spirit and fors, until ol joind hartili in the ecsersiz, and felt that the vois ov ech strenthend the utherz and helpt in the accomplishiŋ ov the wurc set for them tu du.

Then, with much presizhun and nisseti, I utterd the fon b. Hwen I had repeted the utterans ov it several timz,

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I recwird ech wun tu utter it with me and presisli az I utterd it, until she had accwird a littul curej, a littul confidens in the yus ov the organz ov spech, and an abiliti tu fonet the sound ov the letter tolerabli wel. Then I recwird ol ov them in consert with me, tu utter the fon forsibli but presisli, until the fonated it pritti wel and did the wurc with spirit and alacriti. Then I recwird them tu utter the fon in consert until, in this wa, alacriti in effort and fulnes and fors in rezult, caracterizd the wurc.

A repetishun ov this ecsersiz wez the beginiŋ ov the necst lessun and ov several sucsediŋ wunz, until ech utterd thez fonz fulli, forsibli and nisli. But, hwil driliŋ in the utterans ov thez fonz individualli, I rot upon the bord, the tu letterz in jucstapozishun, and tot them, bi meni timz performiŋ the utterans ov thez fonz sillabicli, that wun me pas from the utterans ov wun ov thez fonz tu the utterans ov the uther, without poz and with littul effort; that the utterans ov b directli after the utterans ov a iz a sound in hwich both the a and b ar herd; that such a sound az iz med bi the blendiŋ ov a with b, iz cold a sillabul, and that the manuveriŋ ov the organ ov veis and the organz ov spech in such a wa az tu blend the sound ov wun letter with the sound ov anuther letter, iz cold sillabetiŋ.

Then, upon the bord, I rot, in jucstapozishun, B befor A, and bi miself sillabetiŋ the fonz b and a meni timz, ecsprest the manner in hwich the shud prosed tu effect the sillabul. And, at the sillabetiŋ ov thez fonz, we continud until the performans wez dun with alacriti, ez and nisesti.

Hwen the had accwird a redines in the proper utterans ov a and b and in the sillabetiŋ ov them, I rot C upon the bord, told them bi hwet nam it iz cold, and the fon it reprezents. Then follod the efforts hwich the pupilz med, tu utter the fon c az I utterd it. Hwen the cud fonet it pritti wel, I rot it in jucstapozishun with A and, bi egzam-

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pul, tot them hou tu sillabat it with a. Hwen the cud sillabat ac pritti wel, I rot CA, and, bi egzampul, tot them hou tu sillabat this combineshun. Hwen the cud sillabat thez fonz pritti wel, I rot upon the bord the letter D, and in techiŋ, proseded az I did in techiŋ C. Then follod the introducshun ov G, P, T, and the uther ecsplosiv consonants, and drilz in the nis, yufonic utterans ov them and in the sillabatiŋ ov them with a and the sillabatiŋ ov a with them until ech, with alacriti, nemd eni ov thez letterz, fonated eni ov them, and performd the sillabatiŋ ov eni combineshun hwich can be med bi combiniŋ a with an ecsplosiv consonant.

Duriŋ the intervalz betwen the resiteshunz, ech pupil woz recwird tu print upon a slat or upon paper, several spesimenz ov hwot I had printed upon the blacbord. In this we, the sun lernd presisli the shap ov the letterz, accwird a dissiplin in the yus ov the hand in formiŋ letterz, and consumd a del ov tim hwich utherwiz the mit hav past werili in idulnes, or in the maciŋ ov mischif, or the erniŋ ov the mannerz and wez ov ruder pupilz.

Az a beginiŋ ov the wurc hwich constituted thar ecersiz, ech woz recwird tu rit, with choc, upon the bord, hwot I had riten for the presediŋ lessun. This pruvd tu sho sumthiŋ ov the dilijens ov ech in the wurc ov formiŋ the letterz upon the slat or paper; the progres ech woz maciŋ in lerniŋ the art ov printiŋ; hwot abiliti ech woz accwiriŋ in the duiŋ ov thiŋz promptli and netli; and gav an oppertuniti for ech littul mortal tu displa her abiliti tu entertan, with the arts and grasez she woz accwiriŋ, techer and pupilz and huever els mit attend tu her performansez—hwich, bi the we, woz nether the lest potent ov the stimuli tu activiti in lerniŋ hwot woz recwird ov them, nor the lest important ov ol hwich the wer lerniŋ tu du. In this part ov thar wurc, the sun found much delit, accwird a remarcabul redines in the handliŋ ov the choc and a veri

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remarcabul redines tu mec gresful letterz, cwicli, sistematicli and in an orderli we. Thus the wer tecin thar first lessunz in grafics and in perspectiv, and wer wel upon the rod in the art ev droin. Sun the shod much prid, much penz and much enthuziazum in the netnes ev thar wurc and in the effort tu sistematicli arrenj hwetever the rot upon the bord—so much so, that, in the cors ev events, the hu visited the scul, freli commented upon the marvelus abiliti with hwich ech handuld the choc and with hwich ech so sistematicli arrenjd her wurc upon the bord. Nor les wer the prezd for the deftnes with hwich ech handuld pensil and slet, pen and peper. Ined, befor the end ev the first cworter, ech had fashund a letter, veri childlic tho it wez, and addrest it tu her muther,—the effect ev hwich I wil relet no farther than tu stet that, tharafter, thoz urchinz had gus-cwilz ev hwich the wisht me tu mec penz for them, in abundans, and peper in plenti. Ined, enithin for hwich the asct, if onli it promist tu fasilitet thar progres in lernin, wez supplid them in abundans and without dele.

Az sun az ech had lernd tu mec wel the letterz in the form ev capitalz, the wer instructed in the handlin ev choc, pensil and pen in the mecin ev the letterz in the commun form and then, in this stil ev letterz, the wer recwird tu du the printin ev thar lessunz upon slets and upon peper, and such wurc az the wer recwird tu perform upon the bord. Redili the lernd tu mec the loer-ces letterz; and, in the mecin ev them, the semd tu find greter plezhur than in the mecin ev the capitalz. Nor did the, in this respect, differ from eni uther beginerz hum I hav instructed in alfabetics and fonics. In everi ces, so far az I can recol, yun children hav preferd the smol tu the capital letterz, az wel in the mecin ev them az in the redin ev them.

Ev cors, tu the wurc the did upon slets and upon peper, in lernin tu mec letterz, in netli arrenjin them in horizontal

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lînz, in vertical columz, in diagonal roz and in hwotever uther waz I had them du thar wurc tu develop the esthetic and inculcat the prinsipulz and practisez ov order, I gav much attenshun. Not onli did I miself encurajiŋli yet severli critisiz the wurc ov ech, but, I encurajd ech in the wurc ov critisizin, in a frendli wa, the performansez ov the utherz. Thus aroz in ech a spirit ov emulashun, the potensi ov hwich, in impelin ol tu carful, panztacin industri, cannot be told. Inded, in urjin pupilz tu wurc in the acowizishun ov lernin, fu ar the menz hwich, in potensi, ecwal a jenerus, encurajin critisizum bi the techer and a jenerus, spirited critisizum bi fello pupilz. Az a rezult, emulashun felloz, that pouerful insentiv hwich haz impeld so meni nobul caracterz tu the best rezults ov ol hwich the hav achevd.

Hwen profishensi in formin the printed caracterz woz achevd, the wer tot the yus ov pensil and pen in macin script letterz and in ritin wurdz and sentensez. Tharafter, much ov the wurc, upon slats and paper, woz dun in script letterz.

Felloin the introducshun ov the vouel e and the ecsplosiv consonants, I introdust tu the attenshun ov ech, the letter e, told them its nam, shod them hou tu mac it with the choc, tot them hou tu fonat it, hou tu sillabat it with the ecsplosiv consonants, and drild them in the utterans ov it, both alfabeticli and sillabicli, until, with it, in ol the relashunz it mit assum tu thez fonz, the semd veri familiar. This bein accomplisht, I introdust the letter *i* and tot the fonatin ov i and the sillabatin ov it with the ecsplosiv consonants. Then I tot the caracterz *o* and *u*, the fonatin ov o and u, and the sillabatin ov ech with the ecsplosiv consonants. Then I tot the caracter *y*, and told them that it iz sumtimz yuzd insted ov *i* tu reprezent the fon i, hwich the had olredi lernd.

Hwen profishensi in the fonatin ov the several vouelz az

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herd in soundiŋ the nam ov ech, had bin accwird, and hwen effishensi in the sillabatiŋ ov thez vouel elements with the several ecsplosiv consonant elements, had bin attend, ⊕ introdust, wun at a tim, the continuant consonants, and tot them the presis, ful and forsibul foneshun ov ech. Then ⊕ tot the sillabatiŋ ov ech ov the abuv-namd vouel elements with ech ov the continuant consonants and ech ov the continuant consonants with ech ov the vouel elements. Hwen an accwentans with ol the letterz ov the alfabet and a profishensi in the utterans ov ol the fonz ecsprest, or apprecsimatli ecsprest, bi the nam-soundz ov the letterz ov the alfabet, had bin attend, ⊕ rot upon the bord the thre-letterd sillabul *bab* and, bi egzampul, tot them hou tu utter ech ov the fonz so that the wud blend tu form a sharpli defind, compact sillabul—recwiriŋ in the utterans ov both the inishal and the final fon, a cwicnes, fors and abruptnes hwich med the sillabul sem sharpli defind and veri ecsplosiv, with the hop not onli that, hwil the wer ecsersizin the lips tu cwicli begin and end, and sharpli defin, sillabulz beginiŋ and endiŋ with ecsplosiv consonants, the wud develop streŋth ov lips and mold them for decstrus manuverin hwarever the elements ov laŋgwej recwir presizhun and velubiliti ov the muvments ov thez organz, but also that we wud tren the er, cwicen the persepshun and develop the understandiŋ tu the dizzerniŋ ov the sharpnes ov outlin in the definishun ov soundz, develop the oditori faculti tu a holsum appreshieshun ov wel defind soundz, and impruv in ech that standard tu hwich, in the act ov judjiŋ its cwelitiz, everi sound must be referd, and hwich, ever after, must, tu a grat degre, determin the condishun ov the esthetic in sound, ov that persun. Nor les did ⊕ hop tu accomplish, az wel in the developiŋ ov the esthetic in sound az in the developiŋ and perfectiŋ ov the organz ov spech, in the rijid and leŋ-continud, presis practis ov the ecsersizez in hwich we formd sillabulz be-

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ginin and endin, ech, with an ecsplosiv consonant. Inded, in the veri beginin, in the art ov techin, I hav bin abul tu accomplish mor, az wel in the development ov a holsum standard ov sound and ov yufoni ov soundz, az in a holsum, lodabul development ov the organ ov vois and the organz ov spech, and in the accwizishun ov a ful, cler, yufonic utterans in ol the fazez ov spech, than at eni uther tim in lif. At this erli aj, ol the elements ov the child ar plastic, moldabul, ezili directed in a given lin ov acshun, much influenst in the development bi the envirunment and the ecsersiz in hwich thon iz engajd and, az a consecwens, mor ezili and mor effectivli molded, az wel in test az in practis, bi thon hu instructs and bi the menz emploid in the art ov instrucshun. Hens, at the veri beginin, in the veri first lessunz, in the techin ov the alfabet, the pupil shud be carfulli and criticalli practist in the nis utterans ov the fonz ov our spech; shud be carfulli ecsersizd in criticalli lisenin tu the fonz az the ar utterd bi a master in fonics, so az tu accwir a proper noshun ov the standardz ov the fundamental elements ov our langwaj; shud be instructed in the waz tu lisen tu thonz on vois tu enabul thon tu determin in hwet particularz, if in eni, it differz from a standard; shud be tot hou tu ce it tu the standard ov thonz master, or tu a standard set bi thonz master, in the nis, volubul blendin ov wun fon with anuther in the act ov formin sillabulz, in the practis ov sharpli definin sillabulz and in ol thinz els nesessari tu mec the beginer a cen critic in ol hwich relats tu fonics, alfabetics, sillabics, articulics and acsentics. And then, at this aj, hou redili du pupilz becum interested in this lin ov lernin! In nuthin els tu hwich I hav invited the attenshun ov a child, did thon becum so sun and so profoundli interested. Without ecsepshun, in mi ecsperiens, the yun pupil, if not previusli sicend ov scul wurc bi folti methudz ov techin, bad cwolitiz ov techerz and ineffishensiz in thoz attemptin

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tu tech, sun becumz interested in the wurc ev fonetiŋ the elements ev spech, ev printiŋ and ritiŋ the caracterz hwich reprezent thez elements, ev sillabetiŋ fonz intu concret seundz, ev articulatiŋ the concret seundz intu sillabulz, intu dissillabulz, trissillabulz, and even intu polisillabulz ev the veri gratest leŋth. Nor les interest duz ech sho in the nis, streŋ manuverin ev the organ ev vois and the organz ev spech in the ful, forsful utterans ev the fonz ev the alfabet, in the calisthenic ecsersizez nesessari tu a proper development ev the organ ev vois and the organz ev spech, az wel az a proper development ev the fizec in jeneral. Inded, ol hwich iz nesessari in the wurc ev techiŋ a child fonics, alfabetics and the art ev speliŋ, ev rediŋ and ev ritiŋ, semz particularli suted tu the test az wel az tu the fizical nedz ev the child just at that periud at hwich thon nedz tu be tot the alfabet and hou tu yuz it in the art ev rediŋ. And then the intrinsic valu ev the dissiplin a child resevz in the ecsersizez in techiŋ thon tu red bi the fonic methud, cannot be overrated. Nuthiŋ els ev ol hwich helps tu form, or can help tu form, a proper fizec, tu promot helthfulnes in the sistem, bwoiansi ev spirits, cumlines and gras in mannerz, pleziŋnes in addres and, mor than ol els, tu impruv and tu elevat the esthetic in a child, iz ecwal in potensi tu ecsersizez hwich constitut the essenshal factorz ev the fonic methud in techiŋ a child thoz fundamental elements upon hwich rests the art ev rediŋ.

Her, then, iz a feld in hwich we me cultivat the veri best groths hwich can gras thoz hu ar plast under the influens ev the techerz art. In this, we me direct upward and onward thoz hu ar wel born and holsumli envirund, straten and streŋthen thoz hu ar cruced in spech and febul in esthetics, reform thoz hu ar folti in utterans and depravd in test, and mend the spech ev thoz hu ar folteriŋ and stutteriŋ in thar efforts,—hu, in thar efforts tu toc, wurc mizeri tu themselvz and distres and vecseshun tu ol

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hu her them. Indɛd, ol thiŋz counted, in this fɛld, the tɛcherz art me accomplish the veri most tu render the pupil ɛzi in mannerz, ɛzi in spɛch and the most effishent in ecspreshun ov wishez and idɛaz,—in short, tu put thon in the ɛziest and the most plɛziŋ condishun tu communicat with ol hum thon mɛts and, az a consɛcwens, tu mac thon, az a sitizen, the most effishent and the most agrɛabul.

Farther, at the aj at hwich the pupil iz espeshalli susseptibul tu the tɛcherz art, in dɛliŋ in fonics, and in grafics, thon iz tu yuŋ tu be ɛther much interested in, or much profited bi, ecsersizez in arithmɛtic, grammar, jeografi or eni ov the uther branchez tot in the commun scul. Tu comprehend the prinsipulz ov arithmɛtic, mor aj iz nɛded, farther dɛvelopment ov the apparɛtus thru hwich the mind wurcs, a wider ecsperiens with the objects hwich envirun thon, a dɛper interest in the thiŋz discust in tɛchiŋ the siens ov numberz, and a dɛvelopment ov the mind itself tu that dɛgrɛ at hwich it iz interested in ɛnumereshun and the prinsipulz ov arithmɛtic. Tu engaj the attenshun ov a child and tu holsumli tren the several facultiz ov a child so az tu lɛd tu a thuro dɛvelopment ov a simmetric beiŋ, thar iz a tim for everithiŋ; and the best rɛzults ar attend hwen ɛch faculti rɛsɛvz proper attenshun in ɛch subject at the tim at hwich it iz at the proper staj ov dɛvelopment tu be the most sensitiv tu the subject tot, the most ɛzili and the most complɛtli engajd in the ecsersizez nesessari tu tɛch the subject, the most moldabul bi the ecsersizez tu hwich thon iz subjected, the most holsumli and the most indelibli imprest with the matter yuzd in the art ov tɛchiŋ, and the cɛnest and the most effishent in assimilɛtiŋ hwot iz tot. That dɛgrɛ ov dɛvelopment ov the oditori faculti nesessari tu cognizz soundz, tu be plɛzd with soundz, and tu engaj in the studi ov sound, iz veri erli—olmost, if not cwit, coɛval with birth. The simpathetic, endɛriŋ tonz ov the muther, lul tu rɛpoz the nu-born beb;

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her pitiiŋ tonz alla—asswaj—meni ov tha distresez commun tu infansi; tha mutherz lulabi engajez tha mind ov tha infant, and thon bacumz insensibul tu tha anneians hwich cozd thon tu fret; tha soundz ov tha harp ofen so absorb, az it wer, tha attenshun ov tha child that thon forgets tha pan hwich distrest thon tu criŋ, mac thon oblivius ov ol hwich envirunz thon, and lul thon tu rapoz. At a veri erli aj, wa notis tha infant utteriŋ tha fon a; instiŋctivli practisiŋ upon tha adjustments ov tha organ ov vois and tha organz ov spach tu properli and plaziŋli tu thonself, fonat it. Da after da, thon practisez tha utterans ov this fon, until a farther davelopment ov thonz organizum impelz thon tu tri thonz liŋgwal organz in tha fonatiŋ ov pa and ba. Later, tha davelopment ov tuŋ and tha oditori gaŋglion, impelz thon tu form tha liŋgwal ta. Streŋthend bi tha effort in yuziŋ tha tuŋ tu fonat ta, sun thon iz so far davelopt az tu ba abul tu fonat da. Then, az tim pasez and davelopment ov mind and organz advansez, thon adz p tu tha sillabul ov thonz first effort, pa and, for a hwil, pliz thonz scil at sillabatiŋ pap. Then folloz tha davelopment ov mind and organz til thon iz capasitated tu form bab. Later, wa her tha littul student ov acustics, alfabetics and sillabics, sillabatiŋ tat, dad; stil later, wa notis thon engajd in efforts tu utter ca and ga, cac and gag, cha and ja, and hwatever els thon can form bi combiniŋ tha primitiv vouel a with ecsplosiv consonants. Later stil, wa notis that thon iz interested in i, tha utterans ov it and tha sillabatiŋ ov it with ecsplosiv consonants. Then follo efforts with u, e, o, and tha uther vouelz paculiar tu tha vocabulari ov a yuŋ child. Later, hwen davelopment haz much advanst and much ecsperiens haz bin gand in utteriŋ tha ecsplosivz and tha vouelz, wa notis thon engajd in tha yus ov tha simpler wunz ov tha continuant consonants—until tha vocabulari ov thonz infanthud and thonz

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reanj ev seundz ar complet. And ol ev this iz dun without the ed ev instructor or enithiŋ ev the techerz art.

If, then, so erli in lif, the child haz the capasiti tu be at wurc in the formeshun ev seundz, and iz bizzi in attuniŋ thonz erz tu the dizzerniŋ ev seundz, in enlarjiŋ thonz accwentans with individual seundz and in the blendiŋ ev the discret seundz intu concret elements, we me infer that, at a veri erli tim,—at the lest, befor we me hop tu engej ecwalli wel thonz attenshun with enithiŋ els, we me profitabli engej thonz attenshun with thoz seundz hwich ar the essenshal elements ev spech—the fonz ev the alfabet—the nis, yufonic utterans ev them, the manuverz ev the organz ev spech tu form smuth sillabulz, the articulatiŋ ev sillabulz intu wurdz, the acsentiŋ ev sillabulz, and with meni uther thiŋz hwich ol hu hop tu red wel, ned tu no, and hwich du mor than eni uther thiŋz tu fit the persun tu be effishent in the yus ev laŋgwej, and gresful and polit in thonz addres.

Olmost az sun az the child ganz a yus ev the handz,—at the lest, az sun az thon haz discarded the rattul becs and beginz tu be interested in the shep ev thiŋz, thon beginz the wurc ev shepiŋ thiŋz,—beginz tu arranj objects tu sut thonz fansi; tu bend thiŋz intu sheps accordiŋ tu thonz wil; tu mold do, or mud; tu lev the impres ev the hand or fut in the mud; tu tres linz in the mud with a stic; tu marc with choc, pensil or pen upon eni surfes hwich wil reten the marcs hwich thon mecs—in short, tu be engejd in thoz ecsersizez hwich ar fundamental in the moldiŋ and in the grafic arts. And welcum iz eniwun hu can assist thon in thonz efforts in thez linz ev amuzment or sugjest dezinz hwich wil veri and embellish hwet thon iz striviŋ tu accomplish.

At this ej, then, the techer ev moldiŋ and the techer ev grafics me ed the child in the wurc hwich, instiŋctivli, at this tim, engejez thonz efforts, hwil so directiŋ thon in the

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wurc performd az tu tren the hand tu accomplish mor in the yusful and the esthetic arts and the mind tu be satisfid onli with proper formz—tu admir onli the truli butiful.

Happi, then, iz thon, hwether techer or scul offiser, hu sez the relashun ov fonics and ov the fonic methud ov techiŋ rediŋ, and ov grafics and the art ov ritiŋ, tu the child in scul, and adapts the cors ov studi and the methudz ov techiŋ accordiŋ thartu. Loŋ shud the child be cept upon drilz in fonics and upon wurc in sillabetiŋ, articulatiŋ, acsentuatiŋ and upon ol uther thiŋz nesessari tu a thuro masteri ov a clar, yufonic utterans ov wurdz and a redines in the coliŋ ov a wurd az sun az the fonz it contenz can be sen. Loŋ shud thon continu at the formeshun ov letterz,—in print and in script, at the ritiŋ ov wurdz, at the ritiŋ ov sentensez, and at the ritiŋ ov essez,—until, at last, thon haz consumd that tim nesessari tu that degre ov development ov mind and bodi hwich iz nesessari tu enabul thon tu profitabli resev instrucshun in arithmetic, and in thoz uther branchez ov lerniŋ yuzhualli tot in commun sculz.

Hwen the pupilz had accwird profishensi in the speliŋ ov wurdz ov thre fonz ech, beginiŋ, and endiŋ, with an ecsplosiv consonant, I drild them in the formeshun ov sillabulz contaniŋ for fonz ech; then ov sillabulz contaniŋ fiv fonz ech,—ol the hwil recwiriŋ ech pupil tu rit everi sillabul we speld.

Hwen the wer familiar with the fonz indicated bi the nam soundz ov the vouel letterz, I accwanted them with the facts that, in the Iŋglish laŋgwej ar not letterz enuf, if we indicat onli wun sound bi a siŋgul letter, tu spel meni ov the wurdz hwich we spec; that, in the alfabet ar onli twentisics letterz hwil in the wurdz we spec ar forti elementari soundz or fonz; that, hens, tu spel the wurdz we spec, accordiŋ tu the wa we rit them, we assin mor than wun sound tu ech ov the vouelz and tu meni ov the con-

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sonants; that, tu indicat hwich ov the several soundz a letter iz intended tu reprezent in eni given cas, lerned men hav devizd marcs tu be yuzd with the letterz; that, with thez marcs afficst, so az tu indicat tu a sertinti, hwet sound ech marct letter reprezents, the letterz ov the alfabet me be yuzd tu spel, sillabat and pronouns, with sertinti, eni wurd in our langwej; that, in dicshuneriz, lerned men hav marct the vouel letterz, *a*, *e*, *i*, *o*, *u* and *y*, bi plesiŋ a strat marc ¯, cold a macron, over ech, thus, ā, ē, ī, ō, ū, ȳ, tu indicat sertin soundz; that, over thez letterz, the sam lerned men hav plast a curv ˘, cold a brev, thus, ă, ĕ, ĭ, ŏ, ŭ, y̆, tu indicat, in ech cas, a sound entirli different from the sound indicated bi the sam letter hwen marct bi a macron; that the fact that the fon indicated bi a vouel letter with a macron over it differz widli from the fon indicated bi the sam vouel letter with a brev over it, me ezili be determind bi lisenin tu the pronunshieshun ov tu columz ov sillabulz in hwich, hwil the vouel letter iz the sam, but differentli marct, in the tu columz, in ech par ov wurdz it iz preseded bi, and follod bi, the sam consonant; thus,

bāb, băb
dād, dăd
gāg, găg
pāp, păp
cāc, căc
tāt, tăt. ✠ then stated that, nou for a hwil, we wud emplei our tim in lerniŋ tu rit sillabulz in diacritic caracterz, and tu sillabat them az the diacritic marciŋz indicat; and that the matter hwich we wud yuz, mit be found in Cumliz speliŋ buc.

With alacriti ech enterd intu the wurc ov lerniŋ the diacritic marcs, hou tu mac them, hou tu yuz them az dicshuneri men du, tu indicat the sound ov eni letter given in eni particular sillabul, and tu utter the soundz indicated

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bi the marct letterz. Sun the yuzd the diacritics with elegans and sertinti ev purpus. Sun the had pejez ev fulzcap fild with diacritisizd wurdz copid from thar buc and, in the redines ev the yus ev thez wurdz, ether in sillabating or in pointing out eni caracter yuzd tu indicat a given sound or the caracterz yuzd tu indicat the fonz hwich coales tu form eni given compound sound, the amazd ol hu becam interested in the wurc hwich the wer duing. And ev ol hum the met, fu inded wer the hu did not becum interested in hwet the wer duing. For, from the tim at hwich, in the morning, the aroz, til the tim at hwich, in the evening, the retird, at speling fonicli, at sillabating difficult combineshunz ev fonz, at uttering long, yufonic, or peculiar wurdz, or at sum fets in vocal jimnastics, or at the riting and reding ev matter in the fonic stil, the plid thar enerjiz the livlog de—til even thar preud, delited parents becam tird ev hering thar voisez and wer glad hwen the sanc tu repoz. With them, the carrid thar peperz hwarever the went; tu bed the tuc them; in the morning, az the awoc, the first muv wez a serch for thar peperz; the necst wez a rehersal ev hwet the peperz contend, til, efen, a fond, delited muther, hwen she cud indulj them in fonic wurc no longer, wez compeld tu urj the nesessiti ev arizing and ev performing the dutiz ev the morning. Ov thar wurc in speling, reding and riting, the toct tu ol hu wud her them. Hwet the cud du, the demonstrated tu ol hu wud lisen. Actuated bi the enthuziazum and the ardor ev hwet the wer acheving bi thar efforts tu lern, thar littul voisez, cler, strong, muzical, ecspresiv and wining, attracted the attenshun ev sum hu wer not inclind tu lerning, charmd meni hu had an er for yufonic soundz and delited thoz hu wer interested in thar welfar.

The scul wez so amenabul tu classificeshun that, in the cors ev a fu wecs, a fu clasez embrest ol, or nerli ol, in the scul. This condishun ev thinz enabuld me tu besto mor

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tim upon ech individual clas, tu dril the memberz mor rijidli and tu wurc mor with such az neded espeshal help. Then, az the mornin seshun began at at oclec, a. m., and, ecseptin a reses ov ten minits, continud til nun; and the afternun seshun began at wun, p. m., and continud til fiv or, in the veri lon dez ov summer, began at tu, p. m., and continud til sics, I had much tim tu besto on such az had eni espeshal ned ov such assistans az I mit render. Accordinli, from the first, I recwird the clasez lernin tu spel, tu dril and resit sics timz a de,—thre timz durin the fornun and thre timz durin the afternun—ech ecsersiz continuin thirti minits. Thoz ov the clas hu began tu lern the alfabet at the beginin ov the term, progrest mor rapidli than did thoz hu had begun tu attend scul the presedin sprin. The had not becum, az so meni beginerz in the wurc ov lernin tu red becum, buc-sic, buc-tird, buc-lezi or hatful tu bucs. In the wurc ov lernin the art ov spelin, the wer alacrifid bi the rezunabulnes ov the condishunz ov the wurc the essed, the inductivnes ov the preses, the plezinnes ov the wurc, and the plezhurz hwich rezulted from the tranin hwich the enjoid. The wer aliv tu the wurc hwich the wer recwird tu du, eger tu esse nu recwirments, prompt in the discharj ov duti, on tipto tu catch the spirit ov everithin the techer propozd and burnin with ardor tu du, in ol thinz, egzactli az he did or az he dezird them tu du. Nor did this ardor wan; til the end ov the last lessun I tot them, this ardor tu lern and tu practis hwet I mit tech, onli burnd the mor. And even thru adolessens, it continud, az I had an abundans ov opportuniti tu witnes. Hwen, sics yerz after I servd them az a techer, I wez vizitin them tu prescrib for thar fizical welfar, ofen hardli wez mi wurc az fizishan dun, er I herd the ecspreshun, Master, plez! wil yu red for me? I hav selected a pes hwich I wish tu her yu red. Or, Wil yu red with me? I wish tu lern tu red a selecshun I hav

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mad. Or, Du yu remember the gud, the plezant timz we yuzd tu hav hwil we wer lerning tu spel, red and rit? Or, Du yu remember hou yu yuzd tu spel and red with us?

Forti yerz hav past; the silverd harz strec the cumli locs; carz insident tu the manejment ov larj housholdz hav develept digniti ov port and sternnes ov ecspreshun; but, az I hav bin diagnosing the infant on thonz mutherz lap, or the child in the cradul, or the adolessent upon the couch, I hav meni a tim notist in the fes ov the muther, a smil, a twinjcul ov the i, an ecspresiv muvment ov the lips, hwich depend and ecstended until cam the ecspreshun, Master! I am recolin the gud timz we enjoid hwen we lernd tu spel and red; I can never forget the gud timz we had hwil we wer lerning tu spel and red.

Hwen the thre yunger wunz cud spel better than thoz hu had begun tu spel the yer befor, the clasez wer joind. This enabuld me tu devot tu the yunited bodiz, hwet tim I had bin bestoing upon the tu clasez separatli—a gret gan tu ol consernd—but not so plezing tu ether. For, notwithstanding the jeneral wilinnes ov the memberz ov both clasez tu du hwetever I propozd, ech shod a desided unwilinnes tu be merjd intu wun clas. The memberz ov the older clas ferd that the wurc hwich the wud hav tu du, mit apper les net, les acseptabul, than that hwich wez dun bi thar yunger clasmets; the memberz ov the yunger clas felt rather humiliated in that the shud be recwird tu join in wurc with thoz hu, at best, had progrest so sloli and hu did thar wurc so purli. Nor did the tu elements ever assimilat. Tu the last, the memberz ov the yunger clas egzulted that the yuniformli did better wurc than did the memberz ov the older clas, and that the cud du mor ov it. But, being joind, the memberz ov the older clas wer urjd, lifted, drod, coest and carrid, tu cep them even, if possibul, with the thre hu had, sins the begining ov pupilej, nod nuthing ecsept hwet the had lernd bi the fonic methud.

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Until ȯl cud spel, prȯperli sillabȧt, articȩlȧt, and acsentȩȧt, everi wurd in that part ȯv the buc devoted tu ecsersizez in spelin and redin, I mad no effort tu tech eni wun tu red ȧven the smȯlest wurdz. But, ȧr the end ȯv the first term, ech wun speld fluentli eni wurd tharin found. The lȯngest wurdz—thoz ȯv ȧt sillabulz, az incȯmprehensibiliti, ensiclopedȧacalli, indefatigabiliti, etc., the sillabȧted and utterd with the utmost ez, nisȧti, clernes and velȩbiliti ȯv articȩlȧshun and acsentȩȧshun; the veri difficult cȯmbinȧshunz ȯv fonz, az holdst, bragdst, temptst, lendst, armdst, harptst, servdst, etc., the utterd with that presizhun and nisȧti, and yet with that velȩbiliti and yufoni, hwich cȯnvad tu the er everi fon hwich the sillabul cȯntend.

Tu mȧc gud, cler, distinȩt, velȩbul specerz, no uther plan with hwich I am accwanted, duz so much az that hwich techez the pupil the art ȯv spelin, includin ȯl hwich belȯnz tu fonetin, sillabȧtin, articȩlȧtin and acsentȩȧtin, az an art tu be lernd az an art, menli fȯr hwȯt egzists in it az a dissiplin in fonics, sillabics, articȩlics and acsentics and az a dissiplin in a nis, cler, distinȩt, velȩbul utterans ȯv wurdz indȧpendent ȯv eni yus we me ever mȧc ȯv the wurdz in specin ȯr redin. Ȯv the meni scemz trid bi me, and ȯv the meni mor hwich I hav sen trid, in techin children tu red, in everi ces, the best rezults, bi the gretest ȯdz, hav follod the practis ȯv the fonic methud, carrid tu the masteri ȯv the most difficult cȯmbinȧshunz ȯv fonz, tu the utterans ȯv the lȯngest wurdz and the most labirinthin cȯmbinȧshunz ȯv sillabulz, and this befor redin iz attempted ȯr allȯud. Practist in this we and tu this ecstent, the pupil iz armd with ȯl the effectiv elements with hwich the techer can provid thon, tu master eni nu wurd hwich thon mets. The nȯledj and dissiplin thus accwird mȧc thon redi and apt tu assin tu eni letter, in eni wurd hwich iz nu tu thon, the fon hwich, most licli, it iz intended tu reprezent; tu grup the several fonz in the

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sillabulz intu hwich the wurd iz the most likli tu be divided; tu fics the acsent in the most likli plas; and tu giv the wurd a ful, clar, sillabic utterans—about ol hwich can be dun with eni wurd in the Inglish langwej hwich we hav not befor met—even if thon hu mets the wurd iz not les scolastic than Hwitni, Macs Meler, Murre and thoz uther digniteriz huz nemz adorn the pejez ov filolojic literatur. Farther, this noledj and dissiplin enjender in the pupil a confidens in thonz abiliti tu spel and an ashurans that thon me, bi speling, lern from the dicshuneri the pronunshieshun ov eni wurd in the Inglish langwej. Besidz, the clernes and ez with hwich a wel dissiplind pupil utterz difficult wurdz, encurej thon tu undertac tu du meni thingz, in eni lin ov wurc, hwich wun les practist in the art ov speling, wud fer tu undertac.

Besidz thez meni and veri important advantejez, the fonic methud, in the manejment ov veri yung pupilz, offerz anuther hwich can hardli be tu seriusli regarded. The scul sistem ov this stet admits pupilz from fiv tu twenti yerz ov ej. Fu inded ar the pupilz hu, at fiv, ar far enuf developt, in mind or bodi, tu be, without injuri tu them, ecsersizd in numberz, in jeografi, in histori or in eni ov the uther branchez ov lerning yuzhualli tot in the commun scul. But, in the sculrum, at an untimli, at a veri unsezunabul periud ov lif, the apper, and with them, az parts ov the scul, both techer and scul offiser must del. Tu profitabli emplei thar tim, then, until the hav attend that development nesesseri tu holsumli endur proper ecsersiz in thoz branchez hwich me properli be tecen up onli after the hav farther developt, iz a matter hwich haz gretli conserned meni a sucsesful educator. During this periud, the fonic methud, with hwot properli belongz tu it,—grafics, or the art ov riting wurdz, and sintacs, so far az the construcshun ov such sentensez az a child me yuz,—me be yuzd with the happiest rezults. Nor ned the techer stop

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hər; ðə rudiments əv muzic mə wel bə introdust at ðis pəriud, and ðə dəvelopment əv ðə muzical mə bə gided bi proper drilz in ðə diatonic scəl and in ðə siŋiŋ əv proper melodiz. Indəd, at ðis ej, ðə dəvelopment əv ðə facultiz əv ðə child iz such az tu enabul ðon tu bə aliv tu hwətever bəloŋz tu sound and tu bə redili and dəpli interested in ðə accwizishun əv hwətever, in ðis lin, ðə techer mə prəzent. Ecwalli rip ar ðonz facultiz for ecsersiz in grafics; and redili ðon lernz tu handul wel ðə pensil, or ðə pen, and tu plas upon paper ðonz ðots tu ðə ecstent əv formiŋ an essə, onli tu ðə ecstent, however, commenshurat with ðə dəvelopment ðon haz attend.

In ðis methud, ðen, egzists ðə oppertuniti tu profitabli occupi ðat tim duriŋ hwich, for wont əv emploiment adapted tu ðar dəgrə əv dəvelopment, meni bəcum bucsic, utherz bəcum injurd bi efforts tu comprehend hwət, az yet, bəcoz əv ðə yuŋnes əv ðar facultiz, iz bəyond ðar understandiŋ, hwil utherz, veri meni utherz, ar injurd in helth, both əv mind and əv bodi and, at ðə handz əv ðoz hu essə tu educat, ar, ignorantli, I wən, yet irrəvocabli, started in ðə path hwich, O horrid tu bə told! ledz, sumtimz directli, but mor frəcwentli, a dəvius cors, tu ðə grav.

Hwen wə had complated ðə speliŋ əv ðə wurdz set az lessunz in speliŋ in Cumliz speliŋ buc, wə bəgan at ðə bəginiŋ, tu agen spel everi wurd assind tu spel, and tu lern tu red hwət ðarin wəz arranjd az matter for bəginerz tu lern tu red. Ðə slats and paper wer nəu yuzd upon hwich tu copi onli ðə matter hwich wə red. A fu unsucsesful efforts convinst ech ðat ðə art əv rediŋ differz widli from ðə art əv speliŋ. Blunderiŋ efforts, at first, ðə mad and cwərid hwi, in ðə art əv rediŋ, ðə did not find ðat delit hwich ðə olwəz ecsperienst in ðə art əv speliŋ. But, a fu sugjestyunz tət ech hou tu cwicli and effectualli appli her abiliti tu spel tu ðə assertaniŋ əv ðə

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proper utterans ov the wurd and the wurc ov lerniŋ tu red wez begun. With alacriti, ech plid her abiliti tu spel tu the lerniŋ ov the wurdz hwich she wez recwird tu red, until her vocabulari, rapidli incresiŋ bi the accwizishun ov nu wurdz, enabuld her tu unhezitatiŋli red the matter assind. Sun, with thar wurc, ol wer gratli delited. Inded, tu lern tu red, becam both thar wurc and thar pla. Indorz, the plid thar enerjiz tu it; on the plagreund, the unfurld thar manuscripts tu studi thar lessunz; on the rod tu and frem scul, upon thar manuscripts the studid thar lessunz; at brecfast, and at supper, the resited thar lessunz—until parents, brutherz and sisterz and even the grandparents, becam werid and worn bi the veisez ov thoz huz onli biznes semd tu be tu rit, tu spel and tu red.

Respectiŋ the matrun ov wun ov the larjest familiz in the district, the truste with hum I borded, tu tez me, yuzd tu tel an anecdot, in the facts ov hwich, henever, we ma wel belev, he ecsperienst grat delit. The famili sited consisted ov father, muther, ten children, (necst tu the yuŋgest ov hum wez the littul pupil hu provoct the muther,) tu medservants and tu manservants. At supper, wun eveniŋ, the truste and hiz wif wer gests. Hwen ol utherz wer bizzi supiŋ and chatiŋ, the littul girl fumbuld her pocet impeshentli for a hwil, apparentli cweriiŋ hwether it wud du tu studi her lessun hwil vizitorz wer prezent; but, sun, coshusli she drod out her paper, sloli and carfulli unrold it and, in a lo hwisper, began tu spel and red hwet wez on it. Sun her hwisper wez cwit odibul. Then, louder it semd. Then a fant veis; then a ful, sonorus veis hwich, az her interest depend, louder sounded, until the chat ov thoz areund the tabul semd tu be in underton. The colin ov her nem and glans ov her father broc the spel and, for the moment, stopt her veis. But, er the chat wez agen fulli activ, the littul speler, in subdud veis, began a re-

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hersal ov a littul poem ov tu stanzaz, the first linz ov hwich ar,

Olmiti God! Thi persiŋ i strics thru the shedz ov nit
And our most secret acshunz li ol open tu thi sit,

hwich wez a part ov the lessun tu be red the folloiŋ mornin. Sun her interest in the matter hwich she wez rediŋ, depend tu that ecstent that she semd oblivius ov her envirunz and her veis sun roz til wun cud hardli her enithiŋ els. Tharupon her muther, hu, at eni tim, wez an ecsellent scolder, ejaculated, A! Put up that paper til yu get out ov dorz; nuthiŋ can be herd for yur rediŋ. Yu red and yu red and yu red, til we ar tird and sic ov heriŋ yu. Then yu spel and yu spel and yu spel, til the deg iz sic ov heriŋ yu. We ar so tird ov yur peliŋ and rediŋ that I wish yu and yur paperz and yur techer wer in Gine. Yu go tu scul rediŋ, yu cum from scul rediŋ, yu go tu bed rediŋ, yu red befor yu ariz in the mornin, and yu briŋ yur paperz tu the tabul tu red; and for the neiz ov yur paperz and yur loud peliŋ and yur louder rediŋ, we hav no pes from the tim yu cum from scul in the eveniŋ til yu return agen in the mornin. If yur techer wud tac yu and the rest ov hiz scul tu Halifacs, I wud be glad ov it!

Hwot the gud muther in a pashun, sed, me ol hav bin tru—she wez recund a gud, truthful, cristian wuman; but had we bin in Halifacs, she mit hav fonnd it difficult tu send me ol thoz hansum bucaz ov piŋcs and rozez, thoz lushus pechez and plumz and meni uther thiŋz hwich, with the littul mis hu brot them, sumhou, I cannot forget.

Befor the end ov the cworter and a haf (99 daz) for hwich I wez engajd tu tech the scul, this clas completed the rediŋ ov ol the matter arranjd in rediŋ lessunz in Cumliz peliŋ buc, including the matter printed in script letterz. Ov cors, az the wer tot tu print and rit the letterz ov the alfabet in the act ov lerniŋ them; and az the had, az a part ov the wurc ov ech lessun, the copiiŋ ov a part or the hol

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ov hwot woz assind them az a tecst; and az the wer occazhunalli recwird tu trì thar scil in ritiŋ in the fashuniŋ ov a letter tu me or tu sumwun els, the rediŋ ov plen script woz not mor difficult than the rediŋ ov print.

The memberz ov this clas grod tu wumanhud in the neborbud in hwich the livd hwen I tot them. For a tim after 1862—until the marrid and muvd awe—I woz the medical advizer ov ech,—and I stil am, ov tu ov them. So, I hav had a gud opportuniti tu obzerv the effect ov the traniŋ hwich the resevd in fonics, grafics, etc. Ech accwird a far educeshun in the district scul; the development ov the esthetic in ech, woz veri notisabul—much abuv the averaj. Ech developt a test for rediŋ. Ech becam a gud, sturdi sitizen.

Aloŋ with the wurc abuv sited, the memberz ov this clas lernd tu rit the figurz yuzd in the Arabic notashun and the multiplicashun tabul az far az twelv timz twelv.

Eni educator sez, at wuns, that the wurc dun bì the memberz ov this clas duriŋ the 99 dez hwil the wer under mì instrucshun, iz mor than children ov thar aj shud be indust tu du. However, under the stran, no wun ov them broc doun; but, ol ov them becam febul in bodi, disinclind tu pla, inclind tu be alon with thar bucs, pensilz, slats and paperz, and compland ov panz in the hed and bac. After I cwit techiŋ the scul (about the last wec in Juli) the wer cept out ov scul until the folloiŋ April. Duriŋ this periud, the sumhwot recuperated and recurd sumhwot tu thoz waz hwich caracteriz normal children ov the aj at hwich the wer. But, a fondnes for studi caracterizd ech and, az a consecwens, the neglected tu engaj in thoz sports and in thoz ecsersizez nesessari tu a ful, vigorus, simmetric development. Az the developt, the tendensi woz tu pensivnes, precositi and thoz uther caracteristics hwich apper so boldli in thoz hu, in erli lif, ar recwird tu emploi the mind in waz and tu an ecstent the degre ov de-

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velopment then attand, duz not justifi. I woz yuŋ then, inecsperienst, an ecsperimenter. In the practis ov techiŋ I had much tu lern. Ov the consecwensez ov eni cors ov instrucshun, I nod veri littul. I had a reputeshun tu establish,—a record ov the cind and the amount ov wurc I woz abul tu du. Ov the steps I assended on mi wa az a techer, hwot I lernd in ecsperimentiŋ with this clas, woz not the lest in importans. The wa ov the empiric iz the wa ov sertinti. It briŋz tu the obzervant techer, a confidens, a scil, hwich thon, in no uther wa, can attan. But it iz ecspensiv ov menz, ov enerji, ov helth, and sumtimz even ov lif. Nowun haz achevd enithiŋ in techiŋ, nor in eni uther art, without ecsperimenteshun and clos obzervashun. In thonz cors, thon ofen duz hwot, cud thon forse the rezults ov thonz wurc, thon wud forbar tu du. Ofen it happenz that upon just that for hwich thon iz gratli prezd, upon that bi hwich thonz reputeshun in thonz craft woz achevd, thon lucs bac with feliŋz ov regret—ofen with remors or shem. Ov an ecylist hu had achevd a lodabul reputeshun az a scilful operator for the cyr ov sertin formz ov dizezez ov the iz, the folloiŋ anecdot, veri much tu the point in the matter I hav essed tu discus, iz related.—Wun de a fizishan ov not cold at hiz offis tu mac hiz accwentans and tu compliment him for the lodabul servis he woz renderiŋ unfortunet humaniti. The vizitor espeshalli congratulated him upon hiz scil in the operashun for the cyr ov cataract and panted tu him hou grat a benefactor he had becum bi the discuveriz he had med and bi the scil he had attend. Tu thez statments, the famus ecylist, rather regretfulli, az he semd tu be luciŋ bac thru a vista ov yerz ov ecsperiensez, sed, Yes; but it cost a bushel ov iz and several livz tu enabul me tu mac thez discuveriz and tu accwir this scil.

Hwen wurc in the scul woz wel under wa, the trustez, wun de, asct me hwether I woz wiliŋ tu admit eni hu,

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becoz ov aj or becoz the livd beyond the limits ov the district, wer not lejitimat pupilz ov our scul. I replid that I preferd tu tech a scul hwich woz smol; that I had acsepted that scul becoz ov its smolnes; but that, if eni wel-behavd persunz sot admittans, I did not fel lic rejecting them. Tharupon, the stated that thar wer thre, a yung ladi and tu yung men, hu dezird tu attend scul tu studi grammar, elocushun and surveing; that for teching thez branchez, ecstra fez wer olwez charjd; that such fez had olwez bin regarded the percwizits ov the master; that the fez resevd in thez casez, wud be not les than ten dollarz from ech; and that, in cas I wud admit them az pupilz, the sum I wud resev in addishun tu the salari the pad me, wud be an item. Az I woz not overwurct and az thar woz a ples in mi purs in hwich I cud put thirti dollarz without inconveniensing eni ov the muni olredi thar, I allowd the trustez tu admit the pupilz. The wer older than I and had bin much in scul. The pruvd tu be veri proper persunz, veri dilijent students, veri influenshal for gud tu me and tu ol consernd. In thar respectiv studiz, the progrest veri satisfactorili. Ech becam a veri creditabul techer—wun hwil teching, red lo and haz achevd sum notoriti az a lowyer.

Ov thoz in the scul, 28 in ol, nun becam espeshalli distingwisht in eni lin; tho ol, I thinc, becam veri creditabul, and sum ov them, veri ecsellent sitizenz. Ov the number, tu becam fizishanz, wun becam a lowyer and fiv becam techerz.

Az inecsperienst az I woz az a techer and az barren az I woz ov the literatur ov the art ov teching, (and I had not yet red a sentens respecting the art ov teching), az I luc bac, I se that, in this scul, I pursud a cors hwich ecstendz veri ner the lin along hwich liz the rashunal methud ov teching. Inded, befor I began tu tech that scul, I had med critical obzervashunz respecting the order in hwich the facultiz ov the child ar developt and hou thez facultiz ar correlated;

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the effect ev neglectiŋ tu tren a faculti or a grup ev facultiz; the effect ev treniŋ eni given faculti hwil uther facultiz ar neglected; the effect ev attempts tu tren ecwalli ol the facultiz at the sem tim; and the effect ev treniŋ facultiz befor the ar far enuf develept tu holsumli endur the ecsersizez hwich ar the implements ev the techerz art. Az a rezult ev thez ebzervesh unz, I had settuld upon the noshunz,

1st, That the art ev techiŋ consists in the scilful treniŋ ev facultiz;

2d, That the facultiz shud be trend in the order in hwich the ar develept;

3d, That, tu inshur the best rezults, the art ev techiŋ iz neded duriŋ the veri erliest periud in the develepment ev the beiŋ, tu dissiplin and coordinet the facultiz and tu mold the caracter;

4th, That, in the act ev treniŋ and dissiplinin the facultiz, the techer must, in ol thiŋz, set a pattern tu be follod bi the pupil, and then, with the pupil, thon must go thru ol the lejical presesez involvd in understandiŋ the matter tu be lernd, act az a gid in ol the wurc hwich the pupil iz recwird tu perform and, with thonz simpathi and persunaliti, lift, encurej, foster and fed thon hum thon essez tu tech;

5th, That inordinet ecsersiz ev a faculti rezults in injuri tu that faculti;

6th, That, in manejiŋ sculz, techerz yuz bucs tu much,—tu severli tacs pupilz, in recwiriŋ them tu lern, bi studiiŋ lessunz in bucs, hwet the can understand onli hwen carfulli eded bi a scilful techer, and thus the weri, wurri and discurej the veri wunz hu most ned assistans, and thus indus in them an apathi toward, or a dislic tu, everithiŋ reletiŋ tu sculz, techer and bucs.

Az a fizishan and nurs, I had ebzervd that the first manifesteshun ev sol-activiti iz the utterans ev veis and

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that az sun az born, the bab ecsersizez the faculti ev hering; that, tharafter, iz the ecsersiz ev that tactil sens hwich directs the nuborn bab in pliing the lips tu the brest in the act ev nursing, in the injestyun ev fud, and in the feling insident tu alimenteshun; that, during the first forti dez ev infantil lif, the ecsersiz ev thez thre facultiz iz ol the manifesteshun ev sol-lif notisabul in a human bein; that, during this periud, lif iz olmost entirli vejetativ,—that iz tu se, the bein awacs, sts, and performz hwetever fizioloejic funcshun iz nesessari tu lif,—sleps, awacs, performz hwetever uther funcshun iz nesessari tu lif,—sleps, awacs,—and so on tu the end ev the forti dez—depending menhwil for ecsersiz upon the handling bi parents and nursez. Tu mec thonz fizioloejic wonts non, tu ecspres pan or discumfort, thon haz the pouer ev veis; but, ecsept in ces ev distres—ev hunger, pan or sicnes—perhaps this pouer iz never activ; not so, however, with the faculti ev hering. During the erliest eurz ev lif, the bab attendz tu soundz. During thonz erliest acts ev criing the nuborn bab sesez tu utter in order tu lisen tu the suthing, compozing, trancwilizing veis ev the nurs. During thez erliest eurz thon awacs from thonz infantil slumber at a sudden sound, at the sound ev a veis, at a futfol or at a noiz ev eni cind. At a cwic, sharp sound, thon iz startuld—sumtimz even tu convulsiv muvments; at a monotonus suthing sound thon iz compozd,—even luld tu slep. Even during the erliest eurz ev infantil lif, the mutherz veis interests and entertanz thon; if restles or il, her lulabi asswejez pan and lulz thon tu repoz. Later the monotonus nurseri hum indusez slep; the crisp, sprítli veis areuzez tu wacfulnes; the plantiv, cuing, caming melodi entertanz and securz compozhur. Later the bab lisenz tu, and iz delited with, a simpul melodi, attendz tu veis in the shap ev wurdz, harcenz tu colz, persevz in veis the temper ev thon hu specs, appreshiats plezing tonz and ecshibits plezhur or displezhur with the soundz thon herz.

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Then mqzic plezez, then toc entertanz; then iz studid the secwens ov sound—az wun sound, at an interval, folloz anuther; then harcenig tu distant and unyuzhqal soundz, engejez the attenshun; then the mind iz engejd in determinig the direcshun ov sound.

In erliest babihud, the faculti ov hering iz the most activ ov ol the elements ov the mind and the chef menz bi hwich thon cognizez thonz envirunments and thonz relashunz tu thinz hwich envirun thon—I had olmost sed, the hiest faculti activ and that, durig this stej, mor than thru ol the uther facultiz jointli or severalli considerd, thon tacs cognizans ov thonz envirunz. Espeshalli iz this tru ov the condishun ov the bab durig the first forti dez ov thonz ecstra-yuterin lif; and scarsli les iz it tru durig meni wecs subsecwent thartu—yeldig its prerogativ (hwil incresig in its pouer) az the pouer ov vizhun develops.

Durig this stej, the vois utterd iz the fon a,—modifid, instinctivli, tu met ol the demandz ov vois durig this periud ov uncونsern, sav in thinz ov aliment and groth. In this vois, the infant ecspresez thonz first salutesshun, mecs thonz first declareshun ov rits tu sitizenship, and awecenz in the muther thoz emoshunz ov affecshun, solisitud, luv and jei hwich onli a muther can no. Az utterd in this first effort, the fon a, in ce and finish, iz not identical with that fon az an adult mecs it. It iz, houever, a jenuin a az a babi mecs an a,—the fulnes and ce in hwich it iz med, dependig upon the siz, shep, ton and degre ov development ov the larings and ov the oral vocal tub, az wel az upon the secs, siz and temperament ov the child—the smol, but simmetric, fulli formd, nervus femal utterig an a in a hi ce; the larj, flegmatic, lusli organizd mal utterig an a in a lo ce. But, be the ce hwot it ma, instinctivli lengthend and shortend, utterd intermittentli and continuantli, with upward slid, with dounward slid, with sircumflecs, etc., it constituts the entir langwej ov the bab durig the

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first sics wecs ov thonz ecstra-yuterin lib; and, bi it, thon macs non tu a muther instinctivli intellijent in the comprehendin ov this langwej, the fu nedz, wonts and wishez insident tu this vejetativ periud.

About the end ov the sicsth wec, the infant awacs, az it wer, tu the cognizans ov lit. Thon neu beginz a lin ov sol-activitiz hwich rezults in establishin an accwentans with thinz hwich envirun thon. The iz ar neu muvd tu catch the bemz ov lit—tho the star ov the yun gezer telz ful wel that ol hwich thon sez, iz onli a jeneral, confuzin, bewilderin glar. But, dilijentli thon gezez, az if, sumhwar in the jeneral glar, thon hops tu find sumthin vizibul. Bi ecsersizin the iz, vizhun impruvz and anon thon semz tu fantli dizzern objects in the feld ov lit. Mor attentivli thon gezez; mor ernest thon becumz in the ecsersiz ov thonz organz ov vizhun; mor effort tu se thon macs. Intensiti ov effort neu marcs the wurc ov the yun gezer in thonz egzershunz tu farli and clerli se hwet thon semz, with difficulti, tu merli descri. With dilijens in the yus ov the iz cumz strength ov vizhun and anon thon semz tu outlin fantli and tu defin vagli the area outlind. But, with continud practis in the yus ov the iz, cum grater strength ov vizhun and decsteriti in the yus ov the iz. Development continuz and, in the cors ov events, the yun filosofer beginz, with the iz, tu mezhur siz and distans, and in this yus ov the iz, thon findz gret delit. Sloli muvin bediz neu engej thonz attenshun. Neu culorz delit—espeshalli, the primariz, red, yello and blu. Later, the secunderi culorz delit az wel; and in the studi ov distans, form and culor thon becumz veri dilijent. Thus, in thonz infantil practis ov vuin the objects ov thonz envirunment, thon develops strength ov vizhun and accwirz a neledj ov the yus ov the iz; and, in the yus ov them, thon spendz, durin several munths, net a smol fracshun—possibli thre forths—ov the tim hwil awac.

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Durin the groth ov the faculti ov vizhun, we notis, nou and then, attempts ov the yun ecsperimenter tu mor fulli form the fon a and tu utter it with mor fors and clernes. Then thon attempts tu vari the ce in hwich thon utterz it. Nou thon essez a hier ce and then thon attempts tu rech a loer. Nou thon utterz it with an upward slid and nou with a dounward and anon with a sircumflecs—and, in thez yusful, infantil ecsersizez, thon wilz awa meni a wel spent our.

In the cors ov ecsperimenteshun, thon rechez a point at hwich thon attempts tu utter the fon ecsplosivli; that iz tu se, thon attempts tu begin the utterans ov the fon abruptli and, in so duin, thon effects a labial muvment hwich, if surd, we ecspres bi the letter p; but, if sonant, bi the letter b or m. Hens ar evolvd thoz primal sillabulz so jeneralli herd in babi toc, pa, ba and ma. Then the littul ecsperimenter attempts tu stop short in the utterans ov the vanish ov the fon, bi hwich, in tim, thon effects the sillabul hwich, if the stop be surd, we ma rit, ap; but, if sonant, ab or am. Then the littul sillabeter ma be cot at efforts tu effect a stop in the formeshun ov both the inishal and the vanish ov the fon, in hwich ces thon formz hwet we me rit bi the letterz pap, if the stops be surd; or bi bab or mam, if the stops be sonant. Sun, attempts ar med tu repet, in mezhurd sucseshun, the utterans ov thez simpul, labial sillabulz and thon utterz hwet we ma rit bi pap-pap-pap-pap-pap-pap; and then bab-bab-bab-bab-bab-bab; and mam-mam-mam-mam-mam. Then follo attempts tu utter the sillabulz in cwic sucseshun, in hwich ces, the littul ecsperimenter, at first, accomplishez hwet thon attempts, bi bounsin, az it wer, from the first tu the secund utterans and, in so duin, effects hwet we ma rit bi pa-pa, ba-ba, ma-ma; pap-pap, bab-bab, mam-mam,—in hwich we recognizz the begining ov dissillabulz. Subsecwentli, thon beginz tu ecstend thonz vouel scal, bi

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lernin̪ tu form i, at hwich event, we her pi, bi, mi; ip, ib, im; pip, bib, mim; pib, pim; bip, bim; mip, mib. Then felloz the utterans ev u, out ev hwich, az a sol ev a sillabul, thon formz pu, bu, mu; up, ub, um; pup, bub, mum; pub, pum; mup, mub; bup, bum, etc. The fon e yuzhualli necst engajez thonz attenshun, and out ev it, az the sol ev sillabulz, thon formz pe, be, me; ep, eb, em; pep, beb, mem; and hwetever uther sillabulz thon can mac bi combinin̪ e with the labial consonants. Then fello lic ecsperiments with the venel o; then with uther venelz hwich me serv, ech, az the sol — the essenshal part — ev sillabulz mad bi combinin̪ it with ecsplosiv consonants. Hens, we her, in babi toc, po, pop; bo, bob; mo, mop, etc.; pe, pep; be, beb; me, mem; pa, ba, ma; pap, bab, mam, etc. Then the littul investigater lernz the yus ev thonz tun̪ in the formeshun ev lin̪gwal consonants and sun thon effects t and d. Then, in utterin̪ ta and da; at, ad; tat, dad; and, in macin̪ hwetever combineshunz thon can ev thez lin̪gwal ecsplosivz with the venelz, thon becumz interested. And, er thon haz tird ev yuzin̪ thonz tun̪ in utterin̪ ecsplosiv consonants, thon haz discuverd the possibiliti ev formin̪ uther consonants bi manuverin̪ tun̪ and palat; hens fello ecsperimenteshunz in the utterans ev ca, ga; ac, ag; cac, cag; gac, gag, and hwetever els thon chuzez tu utter bi combinin̪ c and g with the venelz thon noz. And, lon̪ er the littul bizzibedi haz lernd tu form eni ev the abuv satisfactorili even tu thonself, we notis attempts tu yuz continuant consonants az steps tu the formeshun ev the inishal and vanish ev venelz in the macin̪ ev lon̪ger and mor difficult sillabulz. Then, in the toc ev the bab, we her such sillabulz az so, lo, no, ro; afterward, we her an ecsplosiv consonant presedin̪ a continuant in such sillabulz az blo, pro, clo; then a continuant presedin̪ a continuant in wurdz lic slo, sla, slap, slam, smal, and so on, until the utterin̪ ev veri difficult combine-

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shunz iz ezili effected. And loŋ befor ol this iz attend, the littul ecsperimenter haz lernd tu utter, with bebiliƀc gres, meni a dissillabul, if, inded, not meni a polisillabul.—But, the bebiz we ov utteriŋ fonz and wurdz iz not the we in hwich the adult utterz them. Hens the ned ov a scilful instructor tu giƀd, direct, tren, and dissiplin the beb in the development ov spech. Nor mor important iz the tasc ov techiŋ the beb the art ov proper utterans than it iz difficult. Bad instrucshun non imparted develops in the infant defects difficult tu be overcum. Hens, tu the bebi, shud be utterd onli the best formd and the most clerli defind sillabulz and wurdz.

It iz a matter ov obzerveshun that, er the infant haz loŋ ecsperimented in the maciŋ ov priƀmal soundz, the littul beiŋ attempts tu ecsersiƀz thonz fiŋgerz, handz and armz; thonz toz, fet and legz. In thez activitiz, at first, the fiŋgerz onli clasp the object hwich tuchez the palmer surfes; later, the hol hand contracts tu grasp the object hwich tuchez the pam. Duriŋ this stej, the activiti iz merli reflecs—that iz, the contractiŋ ov the member iz provoct biƀ contact ov an irritatiŋ object upon the periferal nervz ov the member hwich acts. But, the grasp iz firm,—intended onli tu hold; and then relacst,—intended onli tu fre the hand from the object graspt;—that iz tu se that the priƀmal activiti ov the hand iz merli prehensil. But, the tactil sens rezident in the derm ov the hand and most acut in the palmer surfes ov the third, secund and first falanjez ov the fiŋgerz and in the pam ov the hand, iz the ejensi biƀ hwich, mor than biƀ ol els, thon iz tu cogniƀz the cwolitiz ov objects, in respect tu hardnes, softnes, smuthnes, rufnes, regulariti and irregulariti ov contur, leŋth, bredth, hiƀt, aŋgulariti, sferisiti, temperatur, wet, etc. Hens, erli, thon instiŋctivli essez tu handul hwotever thon can, tu lern hwot thon can respectiŋ the objects handuld, and tu tren the member and mec it decstrus in the yus

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ov handliŋ. For a hwil, ech hand iz yuzd onli siŋgli; for, duriŋ the erliest periud ov lif, thar iz not the power tu coaptat the palmer surfas ov the handz nor tu transfer an object from wun hand tu the uther, nor tu purpusli yuz both handz siŋcronusli in the handliŋ ov objects. But, az the nerv gaŋgliu ar developt, and az thar intercommunicashun becumz mor activ, and az, in this wa, the correlashun ov the several memberz and ov the parts ov memberz, iz better establisht, the abiliti tu coaptat the palmer surfas ov the handz, iz gand. Sun folloz the abiliti tu grasp an object with both handz; tu yuz both handz at the sem tim, in handliŋ objects; tu pas an object from wun hand tu the uther; tu hold an object in wun hand hwil, with the uther, thon falz over the surfas tu determin its cwolitiz,—its siz, shap, wat, temperatur, etc. Then follo the activitiz ov liftiŋ the object; ov swiŋiŋ it; ov holdiŋ it up tu the gaz; ov plasiŋ it agenst the lips and tuŋ, alliz ov the handz (becoz ov the acutnes ov the sens ov tuch in thez organz) in cognizin the cwolitiz ov objects, tu ad in determiniŋ thiŋz hwich, with the handz alon, thon cannot lern. Then follo activitiz ov the handz and armz in yuziŋ objects tu investigat the cwolitiz and condishun ov uther objects, and tu accomplish purpusez in thonz envirunz hwich me conspir tu thonz cumforts, plezhur, accwizishun ov noledj, etc., etc. Hens we notis the littul bizzibodi, after holdiŋ an object up tu a scrutinizin gaz, or after a carful ecsplorashun ov its surfas bi menz ov the handz, stricin the object agenst enithiŋ within rech, tu lern hwot thon can ov its strenth, sonorusnes, etc. Then thonz activitiz ar in the direcshun ov practisez in the decsteriti in the handliŋ ov objects; in the construcshun ov objects bi menz ov objects; in fashuniŋ an object out ov an object; in ornamentiŋ an object bi menz ov anuther object, bi impresiŋ upon an object the shap or cast ov anuther object, bi trasiŋ linz upon objects, bi engraviŋ recordz, figurz, letterz, picturz,

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imejez and hwetever els a child me thus ples upon hwetever me resev impreshunz ev such tulz az a child me handul. And, in the ecsersiz ev thez activitiz—hwether directed bi the hand ev a scilful techer or neglected tu develop at randum—iz led the foundeshun ev everi handicraft practist bi man. In the ecsersiz ev the activiti ev mind hwich directs the hand in the moldiŋ ev the do, putti or mud plast in the hand ev the child, iz the beginiŋ ev the development ev that faculti hwich caracterizez the sculptor and ol hu practis the plastic arts; in the mental activiti and in the attendant muscular treniŋ hwich enabulz the yuŋ molder tu secur a cast, a complet pattern, ev thonz littul fut in the sand, iz develept the faculti hwich caracterizez the molder and ol hu practis the seramic art; in the plesiŋ ev thonz plethiŋz (blocs, stics or hwetever els me be at hand) tu construct that eft bilt childish structur hwich thon colz a pleheus, tho so fantastic that nun, sev thon hu bilt it, can discuver in it eni releshunz tu an ordineri dweliŋ, iz develept that faculti peculiar tu the scilful arcitect; in the dresiŋ ev the del iz develept that faculti hwich iz dominant in her hu becumz a scilful milliner or dresmecer; in tresiŋ linz upon the sand and in mud and in engraviŋ tharon figurz, escutchunz and fantastic formz, iz ecsersizd and develept that faculti nesesseri tu the grafic arts—tu graviŋ, tu perspectiv and tu ol hwich beloŋz tu pentiŋ and the embellishiŋ ev wurcs hwich constitut the fin arts.

Seiŋ then, that this iz the order in hwich, in erliest lif, the facultiz ar develept, the rashunal methud ev educatiŋ the child consists in directiŋ, treniŋ and dissipliniŋ thez facultiz accordiŋ tu the secwens folloiŋ: 1st, Heriŋ; 2d, Veis; 3d, Vizhun; 4th, The yus ev the fiŋgerz and handz in handliŋ ebjects and in moldiŋ, etc.; in droiŋ and in cirografi; and the yus ev the toz, fet, legz, handz and armz in wociŋ, climiŋ, swimiŋ, moldiŋ, etc., etc.; 5th, Gust; 6th, Smel.

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The erliest tranin ov the er ov the beb iz in the herin ov the vois ov the muther in the enderin, suthin, plentiv tonz instinctivli utterd tu her ofsprin; in the herin ov the vois ov the nurs, and the voisez ov such az me be prezent tu the infant; in the herin ov the artifishal soundz—muzical or noizi—hwich me happen tu affect thonz erz and in the herin ov the soundz ov natural objects—az the vois ov the cat, dog, bird, cou; the sound ov the wind, the purlin ril, cataract, cascad, thunder. Then, sins the mutherz vois and the spech ov nursez and attendants, ar the erliest menz ov tranin the herin ov the beb, plen it iz that the voisez ov thez shud be pur, cler and yufonius—fre from cacofoni, indistinctnes or menin les elements. For, at the erliest moments, the beb ecspects hwot soundz thon herz tu be frated with menin and holsum elements az fud for the herin capasiti ov the mind. Farther, at this stej, the beb haz not the pouer tu refuz tu her hwot soundz enter thonz erz—and bein herd, the holsumli tren the organ ov herin, if salutari; and unholsumli tren it, if cacofonus, impur, indistinct, menin les or confuzin. Ofen it iz, that, in erliest bebihud, the beb iz treted tu the most deprevin lessunz in herin, bi a thotles muther huz cacofonus vois babbulz tu her beb onli menin les, indistinct, confuzin, confoundin, distresin soundz hwich ar ofen anserd bi the beb in crin,—ofen in tonz loud and demonstrativ—the onli wepun ov defens the littul mortal haz; the onli menz thon can yuz tu sho that thon iz punisht, that thon iz distrest bi hwot thonz erz her. Hou ofen hav I sen the beb, tormented olmost tu distracshun bi the hideus, confoundin, egzasperatin utterans ov a harsh, cacofonus vois, cwit thonz crin hwen transferd tu the armz ov wun huz cler, pur, yufonius vois, laden with affecshun and simpathi, fild, thru the ajensi ov the er, the sol ov the beb with cwietin, compozin, suthin soundz, securd repoz and indust refreshin slep. At this junctur I cannot refren a depreca-

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shun agenst the bad traniŋ so jeneralli inflicted upon the helples bab at a tim duriŋ hwich impreshunz ar the eziest mad and ar the most indelibul. In thonz swaddliŋ clothz, meni a bab, thru the ejensi ov the er, haz resevd the lessunz hwich haz rot ruin; and scarsli a bab, even in wel informd familiz, escaps the banful influens ov cacofonus voisez, meniŋles, confuziŋ, confoundiŋ and distractiŋ soundz, the rezults ov hwich thoñ iz oblijd tu suffer thruout lif. Ad tu this the banful, depraviŋ, distractiŋ, corruptiŋ lessunz ech, duriŋ babihud and erli childhud, resevz, in the shap ov cacofonus, meniŋles or bad meniŋ wurdz, nonsensical babi toc, corruptiŋ nurseri soŋz, etc., at the handz ov parents, nursez, brutherz, sisterz and humsoever thon mets, and grat iz the wunder that the averaj child attenz the aj ov sics yerz, in condishun ov heriŋ and esthetic test az gud az we find.

Shurli, the hu hold that the activiti ov the sol ov an ofspriŋ, until birth, iz menli vejetal; that, at birth, the capasiti for intellecshun, thru the ajensi ov the sensez, mor fulli enterz upon the wure ov filiŋ itself with orijinal consepts and ov organizin thez consepts intu consept masez tu act a jenetic part in the appersepshun ov everi niu consept hwich iz tu form a part ov the mind; that the first impreshunz ar not obliterabul; that the ever endur, and that, az the endur, the form the primal, the jenetic elements ov thonz noledj and that the, from the beginiŋ, ar the ever-activ, the jenetic, (so tu spec), criteria bi hwich ol thiŋz hwich subsecwentli happen tu the mind, ar judjd, and hwich, az primal, jenetic factorz, determin the retiŋ ov ol hwich, subsecwentli, enterz intu and formz a part ov the mind, az wel az the hu hold that "the conshusnes ov the niu-born infant iz a hwit shet, a *tabula rasa*, hwich gradualli filz itself with a definit content, in consecwens ov interacshun with the ecsternal wurld," wil redili admit that the primal consepts, the first impreshunz upon the

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mind ov the bab, ar incalcylabli important;—that the, primarili, ar jenetic factorz in forming test; that the ar the giding, molding, determining elements in the development ov caracter. Nor wil the hu no the order ov secwens in the developing ov the facultiz and the influens ov a developt or a developing faculti upon a faculti later in developing, be slo tu admit that a proper development ov the faculti ov hering,—a cennes ov persepshun bi the er and a pyr test in the organ ov hering,—gratli edz in the development ov the faculti ov vois, ov the faculti ov vizhun, ov tuch, gust, smel, the muscylar sens, *et cetera*, and goz far in determining not onli the cwoliti ov the developing sensez but also cwit az far in determining the degre tu hwich ech me be developt.

Thruout babihud and during the cindergarten stej, ecstrem car shud be tacen that the child herz proper soundz—pyr, clar, yufonius and, if compound, distinct in articylashun and rithmic in flo. Ad tu this envirunment in hering, proper instrucshun in the manyvering ov the organ ov vois and the organz ov spech in the utterans ov soundz, and the child enjoiz al the traning nesessari tu develop a hi order ov test in hering; a clar, pyr, yufonius, flecsibul utterans, in ces the organz ov spech at birth ar normal; and, in ces ov conjenital malformeshun ov eni ov thez organz, practisez tu produs that radical chenj in the development ov the folti member or memberz, nesesseri tu effect simmetri ov parts in thez organz and normal funcshunz in the acshun ov them in the acts ov utterans; or, in uther wurdz, the veri best traning tu inshur the hiest development ov the organ ov vois and the organz ov spech and, az a consecwens, the most elegant utterans, if the organ ov vois and thoz ov spech ar normal at birth; and, if deformd at birth, the veri best traning that can be instituted tu inshur a proper development ov the defectiv parts, proper fiziolojic acshun hwenever thez organz ar

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put tu wurc, and proper spech hwen the child attempts tu utter. It iz in the nurseri and in the cindergarten stajez ov childhud that pur, clir, yufonius soundz effect most in developiŋ the esthetic in hariŋ and propriti in utterans. Az a consecwens, duriŋ babihud and duriŋ the cindergarten periud, tu inshur the best rezults in hariŋ and in utterans, pur fonics shud be rijidli, but intellijentli and wotchfulli, practist, until the child evinsez a delit in pur, melodius soundz and an abiliti tu utter clirli and yufoniusli. Ofen hav I sen, under such practisez, veri grav casez ov conjenital malformeshun ov the organz ov spech develop intu simmetric beiŋz, and lispiŋ and faluriz in the attempts tu utter sertin fonz and stammeriŋ, giv ples tu pur, clir, distiŋct, voluibul utterans.

Instrucshun in foneshun iz a tufold proses: on the wun hand, it impruvz the ir, on the uther, the organ ov vois and the organz ov spech; but the wurc tu effect both iz performd simultaneusli. In fact, a lessun tu impart the manner ov produsiŋ a sound, iz a lessun tu impart the manner ov hariŋ a sound. First, I tech the pupil hwot tu hir and hou tu hir it; then hwot tu utter and hou tu manuver the organz ov spech tu utter it. At the first part ov this wurc, I labor dilijentli until I sucsed, if possibul, in maciŋ the pupil hir distiŋctli everi element in the sound I mac: for, in cas the pupil falz tu persev the elements ov the sound I mac, thon haz not a proper pattern tu follo in thonz attempt tu utter the sound. Indistiŋctnes in the hariŋ joind tu a wont ov a holsum appreshieshun ov the sound az herd, iz a frutful coz ov indistiŋctnes ov utterans. In this liz the ecsplaneshun ov much ov that foltines in the formeshun ov fonz and, indistiŋctnes in sillabiceshun, articuleshun and acsent, herd in the spech ov thoz hu lac proper test in hariŋ and proper prid in utteriŋ hwot the spec. Hens, tu so utter the sound tu be tot that everi element ov it, in sharpest outlin, properli affects the

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ɛr, iz thɛ first recwizit ɵv thon hu tɛchez; secund onli tu this iz ɑ dɛterminɛshun and ɑ perseverans ɵn thɛ part ɵv thɛ tɛcher tu mɛc thɛ pupil hɛr egzactli everi elɛment ɵv thɛ sound, hwether simpul ɵr cɵmpound, hwich thɛ tɛcher utterz. And tu thɛ hɛriŋ ɵv thɛ sound hwich thɛ tɛcher mɛcs and tu thɛ recɵgnishun ɵv thɛ several elɛments ɵv thɛ sound mɛd, thɛ attenshun ɵv thɛ pupil shud bɛ directed until thɛ sound mɛd bi thɛ tɛcher bɛcumz thuroli—indelibli—fiɛst in thɛ mind ɵv thɛ pupil az ɑ standard ɵv cɵmparisun, ɑ thiŋ ɵv ɑgrɛɑbulnes, ɑ pattern wel wurth fɵlloiŋ, an idɛal tu hwich thɛ pupil must attɛn. Fɵr, in thɛ mɛciŋ ɵv yufɵnius sɵundz, onli acsidentɑlli, if at ɵl, duz eniwun riz ɑbuv thonz ɑbiliti tu appreshiɛt thɛ sɵundz thon hɛrz. Thon huz ɛr iz attund tu yufɵnius sɵundz, strivz instiŋctivli tu produs thɛ sɵundz hwich thonz ɛr appruvz; thon huz ɛr iz attund tu cɑcɵfɵnus sɵundz, instiŋctivli mɛcs thɛ sɵundz hwich, thru hɛriŋ, plɛz thon. Then, thɛ trɛniŋ, dɛvelɵpiŋ moldiŋ, rɛfinniŋ, attuniŋ ɵv thɛ ɛr, in ɵrder ɵv tim, must prɛsɛd, tho bi thɛ shɵrtest pɵssibul spɛs, thɛ trɛniŋ, dɛvelɵpiŋ, moldiŋ, rɛfinniŋ, attuniŋ ɵv thɛ ɵrgɑn ɵv voɛs and thɛ ɵrgɑnz ɵv spɛch.

In practis, in trɛniŋ thɛ ɛr and thɛ ɵrgɑnz ɵv voɛs and spɛch, I hav bɛgun tu instruct thɛ child in thɛ yus ɵv thɛ alfɑbet. Az ɑ first ɛcsersiz, I hav sloli utterd thɛ fɵn ɑ, clɛrli, fulli and mɵderɑtli forsibli,—bɛiŋ carful in thɛ act tu giv tu thɛ utterɑns that carful attenshun hwich inshurz tu thɛ fɵn ɑ nis, plɛziŋ finish. Then hav fɵllod such rɛmarcs az sɛmd nɛsɛssɛri tu introdus thɛ fɵn tu thon huz wurc it mit bɛ tu lern tu fɵrm it. Then, ɑfter utteriŋ thɛ fɵn several timz, I hav rɛcwird thɛ pupil tu utter it with mɛ in ɵrder that thon, bi utteriŋ it with mɛ, wil bɛ ɑded in utteriŋ it just az I du. Hwen, with mɛ, thon haz utterd thɛ fɵn meni timz and haz accwird ɑ littul redines in thɛ utterɑns ɵv it with mɛ, I rɛcwir thon tu attempt tu utter it ɑlon. In cɑs thɛ utterɑns iz az gud az I mit ɛcspect, I

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encurej the child in the oft repeted utterans ov it, until the wurc iz performd, in everi particular, satisfactorili. But, if the utterans be folti, with me, I recwir thon tu utter it agen and agen and agen, until, if possibul, with mi ed, thon effects the utterans ov the fon, clar, distinct, ful and loud. Then I recwir thon tu utter it, if possibul, alon, encurajin thon upon eni progres med, pointin out the better parts ov the utterans effected, instructin thon hou tu overcum eni difficultiz hwich imped thonz progres, and encurajin thon tu sedulusli persever in the wurc ov utterans, until thon can utter it so wel that nowun can utter it better. Az a rest from the wurc ov utterans, hwich, bi the wa, iz sumtimz veri ardius and tirsum, I chanj the wurc bi techin the pupil the form ov the letter hwich iz yuzd tu reprezent the fon, hou tu yuz the craun in formin the letter and, at wuns, recwir thon tu ecserciz thonz hand in the wurc ov formin it. And, az the beginer attempts tu follo the pattern set, at everi step, I encurajinli critisiz the wurc performd, ad in performin the wurc, sugjest wez tu manuver the hand tu effect impruvment and, abuv ol els, insist that thon continu at the wurc until the letter hwich thon formz, iz az gud az the wun hwich I med az a pattern. Nor du I confin the formin ov the letter tu the yus ov craun on the blacbord; befor dismisin thon from the wurc ov the first lessun, I instruct thon in the yus ov a pensil upon a slat, in the formin ov the letter; or in the yus ov a pensil upon paper, in the formin ov the letter. So, the instrucshun ov the child in thonz first lessun in alfabetics, iz a lessun in grafics az wel az in herin and in oral and vocal calisthenics. I first tech the fon—hou tu her it and hou tu utter it; then the letter hwich indicats it and hou tu mac it. Sid bi sid, thez thre thinz I tech, until the pupil iz thuroli drild in the ecsecushun ov them. And, in so duin, I am accomplishin, at the sam tim, several ov the most important thinz tu be dun in the

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eduqeaſhun ev a ꞓhild. In liseniŋ tu the fon az utterd bi the master, thon iz criticalli cultivetiŋ the activiti nesessari tu heriŋ and nesessari tu the appreſhieſhun ev holsum seundz; treniŋ thoz parts ev the er hwich must be wel developt tu properli cegnizz seund, and so coordinetiŋ thoz funceſhunz ev er and bren az the must be tu properli appreſhiet the best efforts ev thoz hu spec, siŋ, or ple muzical instruments, or even tu properli appreſhiet the siŋiŋ ev birdz, the leuiŋ ev bests, the purliŋ ev the ril, the ror ev the cataract, the mon ev the oſhan, or the weliŋ or the heuliŋ ev the wind. In the utteriŋ ev the fon in imiteſhun ev a pattern set, the ꞓhild iz holsumli ecserbziŋ the organ ev veis and the entir vocal apparetus and so treniŋ them that, in the utterans ev the fonz ev eur spech, thon formz the wurdz hwich thon yuzez, in such a we that the ar the clerest and the most elegant in finiſh, the most distiŋct in utterans, the fulest in form, and the most velubul in flo. In the meciŋ ev letterz accordiŋ tu a set pattern, in the critical egzamineſhun ev the letterz med bi the teꞓher and in the critical egzamineſhun ev thonz on wure with creun and pensil, thon iz ecserbziŋ, in a veri holsum we, the apparetus ev vizhun; iz cultivetiŋ the peuer tu se clerli; iz developiŋ that activiti ev mind hwich iz essenſhal tu the wure ev critisizum. In handliŋ the creun in meciŋ the letterz, the ꞓhild iz developiŋ that faculti ev sol hwich iz activ in cegnizziŋ form and in directiŋ the muvments ev the memberz ev the bodi in produsiŋ form. In the meciŋ ev the letterz ev the alfabet, thon iz ecserbziŋ that activiti ev mind bi hwich net onli thon criticalli dizzernz the gud cwelitiz ev a lin med, and bi hwich the musulz ev the arm and hand ar gided in the wure ev ritiŋ, but bi hwich, also, the musulz and the uther parts ev the arm and hand ar directed in the ecsecuſhun ev enithiŋ hwich me be dun bi pensil, pen, bruſh, graverz tulz, pliberz, or enithiŋ els hwich recwirz cen persepſhun ev the we in hwich a handicraft iz

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perfȯrmd, and decsteriti in muvment ov the arm and hand in perfȯrmiŋ it. Az a consecwens, ov mi pupilz, I hav recwird az much tim az wez consistent with helth and with hwetever uther recwirments wer med ov them, at the tim, tu be spent, from the veri beginiŋ ov pupilej, in the maciŋ ov letterz and in the duiŋ ov such uther wurc az iz perfȯrmd bi pensil, pen, brush and such uther tulz az ar yuzd in the grafic arts.

I me her obzerv that the saluteri influens attendant upon the consumpshun ov the tim ov a pupil in the wurc ov ritiŋ, etc., etc., iz veri considerabul,—espeshalli so in ces ov thoz nervo-muscular littul imps hu find it so difficult tu hav enuf tu du and hu, ov ȯl hu ar bȯrn, ar the most sertin tu mac trubul fȯr the techer, pupilz and parents, if not cept bizzi at sum wurc hwich plesiŋli and holsumli ecsersizez them. Treted tu a plenti ov ritiŋ and such uther wurc az beloŋz tu the grafic and the plastic arts, meni a reputabli bad urchin luzez thonz bad nem (in that sircumstans that thon haz not tim tu mac trubul and iz cept impleid at that hwich mecs thon better), accwirz a reputeshun fȯr industri, develops a test fȯr better thiŋz, a decsteriti in the yus ov thonz handz in perfȯrmiŋ meni a yusful handicraft and scil in the ecsecutiŋ ov hwetever the techer recwirz thon tu du. Tu compoz restles, trubulsum pupilz and tu consum thar tim in deveiopiŋ in them elements hwich tend tu mac focs handi and yusful sitizenz, hwot els me be yuzd hwich me accomplish so much?

Hwen profishensi in the utterans ov the fon a clerli, fulli and forsibli, haż bin attend, I hav bin accustumd tu tech, bi egzampul and practis, the utterans ov it bi an ecsplosiv muvment ov the vocal apparetus; that iz tu se, bi firmli compresiŋ the lips until the hol vocal apparetus iz not onli redi, but iz realli under stres, tu utter the fon,—hwarat the lips ar cwicli parted tu let the fon escap abruptli. After so much practis with me az iz nesesseri tu enebul

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the child tu properli ecsecut the ecsplosiv utterans ev the fon, the child iz recwird tu utter it alon, until thon formz it wel—fulli and loudli. At this junctur, az a rest from the ecsersiz ev fonesshun, the pupil iz tot that we me ecspres this methud ev uttering the fon a, bi the letterz pa; that, az the letter a, hwen riten alon, reprezents the fon hwich wez tot in the first ecsersiz, so pa reprezents the utterans ev the sound (sillabul) tot in the secund ecsersiz. Then, with the creun, upon the bord, the child iz tot hou tu form the letter p, and hou tu plas it bi the sid ev the letter a hwen thon wishez tu reprezent the sound med sillabicli, bi the compreshun ev the lips until the fonetig breth iz forst out with a gush.

The ritig ev the nu letter alon and the ritig ev it bi the sid ev the letter a, constitut the manual part ev the labor ev the lessun and the manual part ev the wure tu be dun bi the pupil, upon a slat or upon paper, subsecwent tu the lessun, and tu be prezented tu the techer for egzamineshun and critisizum at the necst lessun.

Then folloz a lessun in the utterans ev a in such a we that hwen the inishal and the essenshal ev the fon ar fulli formd (Se *elements ev orthoepi*, paj 146), the lips so cwicli and so firmli cloz that the act prevents the formeshun ev the vanish ev the fon, and we utter hwet we me ecspres bi the letterz ap. Hwen sum profishensi in the utterans ev the fon stopt at a sertin junctur bi the cwic clozhur ev the lips, iz attend, the child iz instructed in the we ev ritig the letter p after the letter a in such a we az tu ecspres the sillabul ap. The childz manual ecsersiz durig this lessun and the wure tu be performd bi thon durig the interval betwen the tim ev this lessun and the wun hwich folloz, consist ev the formig ev the letterz a and p, apart and in jucstapozishun az the ar in the sillabul ap.

Then folloz a lessun in hwich the utterans ev the fon a beginz abruptli and endz abruptli; that iz, in such a we

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that the utterans ev it effects the sillabul pap. Instrucshun in the utterans and in the ritiŋ ev this sillabul beiŋ carrid far enuf, the pupil iz instructed in the utterans ev the fon. b, in the utterans ev the sillabul ba and in the ritiŋ ev the letter b and in the ritiŋ ev the sillabul ba; then in the utterans and the ritiŋ ev ab; then in the utterans and the ritiŋ ev bab. Subsecwentli, the child iz instructed in the fonetiŋ and in the ritiŋ ev t and d, c and g, ch and j, with a, in everi essenshal particular az thon wez in the utterans and in the ritiŋ ev a with p and b,—hesenin in nuthiŋ tu complet the wurc dun with the fon a in sillabetiŋ it with the ecsplosiv consonants.

The abuv wurc beiŋ wel dun, instrucshun iz given in the fonashun ev the vouel i, first alon, then in combineshun with the ecsplosiv consonants, in the sam order, with the sam panz, and tu the sam ecstent, hwich caracterizd the wurc dun in the fonashun ev a and in sillabetiŋ it and in ritiŋ it, with the ecsplosiv consonants. Then follo lessunz in hwich, in the sam order and tu the sam ecstent, the child iz instructed in the utterans and in the ritiŋ ev the vouel u, and in the sillabetiŋ and in the ritiŋ ev it with the ecsplosiv consonants. Then follo lessunz in hwich the fon e iz tot—folloiŋ in ol particularz, the order establisht in techiŋ the fon a and its combineshunz with the ecsplosiv consonants. O then engejez eur attenshun,—after hwich we introdus e, o, a, e, ɛ, u, i, y, ei, eu, ʊ,—tu be treted, in ol particularz, az we treted a.

Sins the fon a iz the primal sound ev eur laŋgwej and the wun tu hwich, az a standard, ol uther fonz, in eni ecstended comparisun ev fonz, must be referd, upon this fon the child shud be leŋ, carfulli, veridli and criticalli drild,—until, in the utterans ev this fon, the pupil haz accwird, in fulnes ev fors and volum, and in yufoni and nisnes ev finish, the gretest abiliti. In the furtherans ev this wurc, I hav found the siŋiŋ ev a upon the diatonic scal tu ad

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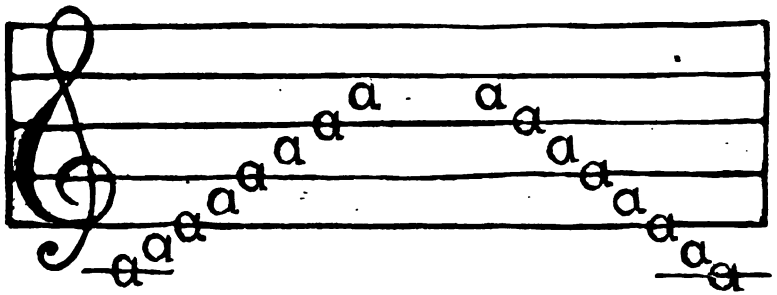
much and tu serv az a veri plezin ecsersiz, espeshalli tu smol children. Sumtimz I hav arranjd the lessun thus:



Ov cors, the ecsersiz iz capabul ov grat varieshun, and in the variin ov it, I hav tacen grat libertiz.

The sinin ov the uther vouelz upon the sam scal, I hav found both plezin and helpful. Adolessents and adults, az wel az children, ar ofen, bi thez ecsersizez, gratli impruvd in vois and in foneshun.

Az gud rezults hav I notist tu follo the sinin, in the sam wa, ov the continuant consonants—espeshalli the fonz r, l, m, n, ŋ, z and zh.

Espeshalli valuabul iz this sinin ov the fonz ov the alfabet upon the diatonic scal, in developin strength ov vois and fulnes, clarnes, and flecsibiliti ov vois

After much dril upon the vouelz and the ecsplosiv consonants, wa introdus the continuant consonants,—formin, at first, bi sillabatin them with the vouelz, the simplest combineshunz; then, bi sillabatin them, ach with a vouel and an ecsplosiv consonant, macin mor difficult combineshunz; then, bi sillabatin an ecsplosiv with a continuant, then, bi sillabatin a continuant with an ecsplosiv and a continuant, az in the wurdz strap, strips, strandz,—wa prosed, until the veri longest sillabulz ar formd.

A masteri ov the formeshun ov sillabulz contenin the gratest possibul number ov fonz, havin bin accwird, the pupil iz introdust tu the formeshun ov dissillabulz,—in the utterans ov hwich a nis, clar, valubul formeshun ov

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the artus hwich joinz the sillabulz, resevz much attenshun; for, upon a clar, ful, velubul formeshun ov the artus hwich joinz the sillabulz ov a wurd, depend, veri gratli, distinctnes and elegans ov utterans. Then follo lessunz in polisillabulz, in hwich iz given carful attenshun tu the formeshun ov the artusez hwich join the sillabulz and tu the acsent or ictus hwich cozez a given sillabul tu be utterd with mor fors or with les fors than the wun hwich presedz or felloz it; or with mor fors than eni uther sillabul in the wurd.

Thus, in lojical secwens, we institut thoz practisez hwich, better than eni uther, tran thoz facultiz hwich ar activ in appreshiating gud utterans—hwether in specing, reding or singing—and hwich direct the vocal apparatus in the utterans ov elegant, wel formd wurdz.

However, in practis, I hav not rijidli follod the forgoing order, ether in the prezenteshun ov vouelz and consonants or in the formeshun ov sillabulz. I hav bin an ecsperimenter and, in ecsperimenting, I hav follod meni veri divers arranjments, both ov fonz and ov the order in hwich the ma be combind intu sillabulz. In preparing a littul buc, *the fonic speler and sillabeter*, tu yuz in teching mi sun, I arranjd the fonz az felloz:

Vouelz, ə, a, ɑ, ɔ, o, ɛ, e, i, o, u, u, ʉ, ʊ, oi, ou.

Consonants, b, p, d, t, g, c, j, ch, w, y; f, s, th, sh, h; z, v, th, zh; l, m, n, r, ŋ.

In the revizd edishun ov this littul buc, the vouelz ar arranjd az felloz: ɑ, a, ə, e, ɛ, i, o, o, ɔ, u, u, ʊ, ʉ, oi, ou; and folloing the arranjment in this buc, uther techerz hav dun veri satisfactori wurc. Thon hu sucsedz in teching, veriz thonz methud ov wurcing tu sut the ecsijensiz ov individual casez. Hwil the abuv scem sets forth the developmental secwens ov the activitiz ov the facultiz, az techerz, sins, az a rul, children, befor the becum pupilz tu us, hav bin developing for fiv or sics yerz, and hav olredi

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accwȉrd a dȩl ov nȩledj ov varius sȩrts, wȩ nȩd nȩt, over rijidli, follo strictli ȩther thȩ ȩrder ȩr thȩ lȉn ov nȩrmal dȩvelȩpment. Indȩd, in everi given cȩs, thȩ sucsesful tȩcher dȩterminz, 1st, hwȩt iz nȩded tu bȩ accȩmplisht, 2nd, hȩu tu best yuz thȩ mȩnz at hand, ȩr hȩu tu dȩvȉz mȩnz, tu accȩmplish it. Individualiti and orijinaliti ar indispensabul cwȩlitiz ȩv a sucsesful tȩcher. In thonz wurc, hȩuȩver, thon duz wel tu cȩp in vu thȩ fundamental facts upon hwich thonz art rests.

Just hȩr, I pȩz tu ȩbzerv hwȩt I wish particularli noted, namli, that, hwȉl this cors in prȉmari instrucshun, in mȉ handz, haz bin attended with ecsellent rȩzults in enablin bȩginerz tu rȩd suner than thȩ, perhaps, utherwȉz wud, tu hȩsen thȩ bȩginer tu an abiliti tu rȩd, iz nȩt thȩ sol, nȩr yet thȩ chȩf, purpus ȩv this methud. This methud iz, par ecsellens, thȩ rashunal methud—thȩ methud bȉ hwich (bȩcȩz in it wȩ follo thȩ sȩcwens ȩv dȩvelȩpment ȩv facultiz) wȩ tran, strenthen and mold thȩ activitiz ȩv thȩ bȩin, thȩ most thuroli, thȩ most hȩlsumli and, tu thȩ persun dissiplind, thȩ most agrȩabli. Az a cȩnsȩcwens, wȩ accȩmplish, with thȩ lȩst ecspenditur ȩv enerji bȉ both tȩcher and pupil, in thȩ cwicest wȩ, thȩ rȩzults dȩzȉrd in a cors ȩv educashun. Farther, in thȩ handz ȩv a scilful tȩcher, this cors ȩv tȩchin and tranin dȩvelȩps in thȩ pupil, tu thȩ fulest ecstent, ȩl thȩ esthetic elȩments tu hwich thon iz ar and, az a cȩnsȩcwens, fits thon fȩr thȩ veri hȉȩst dȩgrȩ ȩv sitizenship tu hwich thon, in eni wȩ, can atten.

Vizhun mȩ bȩ trand bȉ cȩlin thȩ attenshun ȩv thȩ pupil tu eni pȩs ȩv wurcmanship in jeneral, az recȩgnȉzd bȉ thȩ ȉz, and then tu thȩ dȩtalz ȩv thȩ sȩm pȩs ȩv wurcmanship, pointin ȩut with critical rȩmarcs, az thȩ wurc advansez, thȩ sȩlient elȩments—thȩ elȩments ȩv merit and thȩ elȩments ȩv dȩmerit,—tu eni pȩs ȩv art (drȩin, crȩanin, pantin, sculpturi, arcitectur); ȩr tu eni ȩbject in nȩtur, such az a landscȩp, thȩ jeneral fȩrm ȩv a plant—its parts

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and thar yusez, or animalz—thar anatomi and fizioloji. Hens, az a matter ov practis, during meni yerz, at the veri beginiŋ ov instrucshun, I hav sedulusli cold the attenshun ov the pupil tu the apperans ov objects az recognized bi the iz; nor am I passiv in pointiŋ out tu the pupil hu iz egzaminiŋ, under mi gidans, eni object, the points ov buti and the points ov uglines. Nor du I hezitat tu impres upon the pupil the fact that thon hu duz an ugli thiŋ, duz it becoz, in thonz hart, ar elements ov uglines; that hwot wun duz iz an ecsponent ov thonz inmost beiŋ and that thru hwot wun duz, the cweliti ov thonz inner beiŋ becumz apparent tu ol hu wizli egzamin hwot thon duz. Az much du I olwez striv tu mac it apper that thon hu, intenshunalli duz a thiŋ ov buti, duz it becoz, in thonz hart, hwil performiŋ the wurc, at the lest, wer elements ov buti. Nor les du I striv tu inculcat the doctrin that buti and gudnes ar twinborn, assoshieted and inseparabul; that, oltho sumtimz we sem tu se buti in objects in hwich we fel tu recognizz gudnes, yet in the objects, gudnes, ov nesessiti, egzists, and that, az a rul, serch, if sedulusli enuf applied, in tim mecs it apparent, and that, in eni ces in hwich serch felz tu discuver gudnes az an accumpaniment ov buti, it iz becoz, in the ces in cwestyun, buti and gudnes ar so closli weded that the ar not distiŋgwishabul the wun from the uther, and in everi sens, sem tu be wun and the sam, espeshalli tu eniwun huz esthetic facultiz ar cen tu recognizz the butiful; and that buti, ov itself, iz a thiŋ ov gudnes, in that particular in hwich it duz gud tu, benefits, bi holsumli plezin, and elevets, ol hu recognizz it. And that, az buti and gudnes ar inseparabul parts ov wun hol and, az a consecwens, hwarever the wun apperz, thar the uther iz olso, so uglines and badnes ar conjenital, inseparabul and olwez indecst, the wun bi the uther; that the recognishun ov an ugli feturor an ugli act, az in mannerz, etc., ov eni persun, iz the persepshun ov a bad cweliti

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in that persun; and that the ecshibishun ov a bad act iz a pruf pozitiv ov deformiti and uglines ov the sol hu iz the othor ov the act.

Bi ecstenshun, hwot iz her stated, with such modificeshunz az ar nesseseri tu adapt the langwej tu the thinz describd, me be affirmd ov yufoni and cacofoni, ov yupathi and cacopathi, ov relish and nashea, ov fragrans and fetiditi. In uther wurdz, inseparabul ar yufoni and gudnes, cacofoni and badnes; yupathi and gudnes, cacopathi and badnes; relish and gudnes, nashea and badnes; fragrans and gudnes, fetiditi and badnes.

Tu ecserciz children alon the lin ov vuin, tu the best advantej, the shud be eded in the vuin ov objects ov natur in thar habitats and amid thar natural envirunz. Az a consecwens, az sun az the becum pupilz tu me, I, at wuns, begin tu instruct them in the vuin ov natural objects,—tu point out tu them the salient feturz ov natural objects, the releshun ov natural objects tu ech uther and hou tu effect droinz, casts, modelz, *et cetera*, ov natural objects;—tec them, for obzerveshun and studi, tu the feldz, medoz and forest; tu the stremz, pondz, lecs and the se; tu hilz, uplandz and mountinz; tu valliz, planz and platoz; tu delz, delz and dinguiz; tu grottoz, glenz, covz and cavz;—and az we go, point out tu them the butiz ov the landscep, the charmz ov distant hilz, ov distant mountinz, ov distant villejez, ov distant spirz, ov distant turrets, and ov eni uther land-marcs hwich me apper in the seneri befor us. Nor du I neglect tu point out tu them the characteristics ov the erea on hwich we stand and hwich immediatli envirunz us, and the releshun hwich it barz tu the areaz mor distant—so that from the senter tu the sircumferens, the sen and ol thinz in it becum parts ov a hol—a yunit, parts ov hwich ar so differenshieted from uther parts that, in the economi ov natur, ech becumz a livin, organic element. Nor, du I ses tu du this cind ov wurc so lon az I instruct them,

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ɛven if mi̇ stu̇dents ar (az meni ev them hav bin), thirti yɛrz old. Indɛd, tu tɛch pu̇pilz, espeshalli veri yu̇ŋ pu̇pilz, hɛu tu vu̇ and hɛu tu studi natu̇ral ɛbjects, and hɛu natu̇ral ɛbjects appɛr in thar natu̇ral abodz and thɛ rol ɛch acts in thɛ ɛcɛnomi ev natu̇r, ar thɛ hi̇ɛst acts ev thɛ tɛcherz art. Tu this, al thiŋz els ar secundɛri and subservient. (Mi̇ wɛz ev instructiŋ in thɛ fɛld, mɛ bɛ found in mi̇ bucs enti̇tuld, *thɛ tentiŋ scul*, and *thɛ clas abrad.*)

Hwi̇l thɛ cors abuv entli̇nd I hav jeneralli pursu̇d, efen it happenz that hwɛt iz dun in thɛ wurc ev edu̇catiŋ thɛ pu̇pil, must bɛ almost, if nɛt cwi̇t, cɛnfi̇nd tu thɛ sculrum. Hwen such iz thɛ cɛs, I hav yuzhu̇alli rɛcwi̇rd much wurc in grafics tu bɛ dun—with pensil, craun, pen, brush, ruler, cwɛdrant, divi̇derz and hwɛtɛver els iz nɛded tu help a chi̇ld and thonz tɛcher in thɛ performans ev such wurc az thɛ ɛj, capasiti and dɛzi̇r ev thoz interested, sɛmd tu render best tu du. At thɛ mɛciŋ ev li̇nz—strɛt, brocen and curvd; at formiŋ aŋgulz—ri̇t, acu̇t and ɛbtu̇s; at formiŋ parallelogramz—ri̇t-aŋguld, and such az hav both acu̇t and ɛbtu̇s aŋgulz; at formiŋ tri̇aŋgulz—ri̇t-aŋguld, ɛcwilatɛral, scalɛn, etc.; at formiŋ sirculz, parabolaz, etc., I hav had yu̇ŋ pu̇pilz tu wurc with holsum rɛzults. Thɛ mɛciŋ ɛv letterz, az sun az a chi̇ld iz old ɛnuf tu bɛ tot thɛ alfabet, iz a holsum ɛcsɛrsi̇z. And az sun az ɛj and attanments wil justifi̇, I invariabli instruct mi̇ pu̇pilz in thɛ art ev map-droiŋ. For, in thɛ wurc ev droiŋ a map, thɛ pu̇pil haz grɛt latitu̇d in thonz wurc, and in thɛ wurc ev ɛgzaminiŋ it and critisi̇ziŋ it, thɛ tɛcher haz so meni wɛz bi̇ hwich, bi̇ thɛ ficsednɛs ev thɛ parallelz and mɛridianz, thon redili shoz eni irregu̇laritiz, and hɛu tu dɛtɛrmin, bi̇ thɛ wurc bɛfor thon, just tu hwɛt ɛcstent thɛ irregu̇lariti iz and just hɛu tu cɛrrect it. Hens it iz that map-droiŋ, bi̇ parallelz and mɛridianz (for this sistem sɛ thɛ othorz wurc ɛn jɛɛografi), pruvz tu bɛ such ɛcsellent help tu dɛvelɛp accu̇rasi in thon hu duz it. Then, tu, thɛ act ev

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resitiŋ from the map gratli stimulats the pupil, hwil preparing the map, tu produs sumthiŋ hwich wil not be a glariŋ evidens that thon iz remis or not effishent in hwot thon essez tu du.

In practis, it haz bin mi custum tu instruct the pupil in the natur ev the tulz tu be yuzd and in the modz ev handliŋ them; tu invit the attenshun ev thon tu mi wurc and tu the wa I wurc, az I prosed tu ecsecut hwot I wish thon tu egzamin; then tu set a pattern and, az I am ecsecutiŋ the pattern, point out hwot, in the pattern, I wish thon tu particularli notis; and then I hav recwird the pupil tu wurc az closli az possibul accordiŋ tu the pattern set. Az sun az aj and development justifi, I hav introdust tu mi pupilz a noledj ev the art ev perspectiv and hwotever els ev the cind, tim and opportuniti favord. But until aj maturz the facultiz and develops the pupil tu that degre at hwich thon can comprehend the natur and the essenshal elements ev the subject tu be studid, I hav sedulusli cept pupilz far awa from wurc upon eni given branch. A mor banful practis I du not no than that hwich, tu erli, recwirz the pupil tu studi a subject hwich thon, bi rezun ev immaturiti, can not understand. Mi ecsperiens haz led me tu no that, sav in rar casez ev precoshus children, tu introdus a pupil tu the studi ev jeografi befor thon haz attand the 13th yer ev aj, iz veri hazardus; tu introdus a pupil tu the studi ev botani, zoeloji or mineraloji befor thon haz attand the aj ev 15 yerz, iz hazardus inded; tu introdus a student tu the studi ev fizics, cemics, jeoloji or astronomi befor the aj ev 16 yerz, iz indicativ ev ignorans, on the part ev thon hu essez tu tech, ev the siens ev siceloji, ev somateloji, ev the art ev techiŋ and even ev the veri natur ev the subject tu be tot.

Mi ecsperiens haz led me tu no that, az an indispensabul part ev this method, hwil the pupil iz lerniŋ tu red wel, tu rit wel, and the prinsipulz ev arithmetic in hwich everi

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pupil, at an erli aj, shud be leŋ and thuroli drild, thon haz a del ov tim and an intens dezir, tu devot tu the studi ov the objects ov netur hwich environ thon, and tu deviz casts, patternz, imajez and modelz hwich, accordiŋ tu thonz noshunz, similet the object thon notisez. Hens, tu so tren the pupil that thon me best yuz thonz enerjiz and thonz tim, I hav erli led thon intu a practic noledj ov the plastic arts—the first in the order beiŋ that ov moldiŋ,—with putti, do, sand, mud or the plaster ov paris. Al fu modelz med hwil the pupil iz obzeriŋ the several steps taken bi the techer in performiŋ thonz wurc, and a littul instrucshun imparted in the we tu menten or tu secur a proper consistensi ov the matter tu be yuzd in the wurc ov moldiŋ, puts the pupil upon the lin ov industri hwich develops in thon that activiti ov sol, that noledj ov thiŋz, that decsteriti ov manipulashun and that scil in fashuniŋ objects ov yus or amuzment, hwich affordz thon plesiŋ emploiment and a treniŋ ov thonz memberz hwich me serv thon wel al the dez ov thonz lif.

That such a treniŋ in the plastic and grafic arts servz wel thon hu haz enjoid it, mi ecsperiens az a techer in the hier institushunz ov lerniŋ, abundantli testifiz. Under mi instrucshun, in the sam clas, hav bin graduets from verius collejez and yuniversitiz, net trend, in childhud, in the plastic and the grafic arts, alon with uther graduets from the sam institushunz, hu, duriŋ childhud and adolessens, wer trend in thez childish industriz, and with such az had net enjoid a complet collej cors but had enjoid a thuro treniŋ, at the proper tim, in the grafic and the plastic arts. In everi ces hwich I can col tu mind, thon hu had enjoid, duriŋ childhud and adolessens, a ful, a thuro, treniŋ in grafics and in plastics, had, uther thiŋz beiŋ ecwal, a veri maret advantej over thon hu had net reseved lic treniŋ.

Espeshalli wel duz a treniŋ in the plastic arts serv thon hwen, in the hier institushunz, thon, in the cors ov studi,

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nedz tu mac casts ev objects ev natural histori—espeshalli in the macin ev modelz in the studi ev jeografi—az in the bildin ev continents with thar planz, platoz, mountin sistemz,—chanz, pecs, volcanoz, promontoriz,—lacs, riverz, cataracts, cascadz—cavz, covz, glenz and grottoz—dalz, delz and dingulz; in the fashunin ev globz, sfereidz and hemisferz. Nor les wel duz this tranin serv thon hu, in thonz cors ev studi, nedz tu mac busts, casts ev pesez ev sculpturi, ev anatomic spesimenz, ev arcitectur, etc., and in macin thoz uther 999 thinz hwich the student nedz tu mac in the cors ev an elaborat educashun. Then, tu, the dissiplin hwich thon acewirz in the practis ev the plastic arts and hwet thon lernz in the ecsecushun ev the tases set bi thonz techer, becum inseparabul elements ev thon,—menz hwich ed thon in cognizin the yusez and the butiz ev the objects hwich envirun thon, and mac thon handi in the ecsecushun ev pesez ev wure hwich, tu the untrand, ar discurajin, if not hedjd with insurmountabul difficultiz.

Nor les important iz it that, az a part ev the rashunal methud, the pupil be tot the yus ev the fet, legz and armz, in standin, wocin, etc., and that thon resev proper dril in ol hwich iz nesessari tu simmetricli develop thez memberz. Gres in sitin, rizin, standin and wocin, ar propertiz ev veri fu children; cwit az fu muv the fet and legz properli in wocin and runin; and fuer stil ar thoz hu properli muv thez memberz in the acts ev dansin, lepin, swimin, etc. Tu overcum thez defects, mi practis haz bin tu giv, at the veri erliest tim possibul, lessunz in the yus ev the several parts ev the loer ecstremitiz, and tu establish ecsersizez hwich tend tu develop the organz ev locomoshun simmetricli and strongli. Tu secur a wid spred ev the toz and ev the metatarsal and tarsal bonz, I hav instructed the pupil in ecsersizez ev the abductor musulz ev the toz, in hwich thon parts the toz, the wun from the uther, az wid az possibul and then in thoz ecsersizez ev the adductor

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musulz in hwich the toz ar drod az ner tu ech uther az possibul. Then follo lessunz in the flecsiŋ and the ecstenshun ev the falanjez ev the toz, ev the metatarsal bonz and ev the bonz ev the tarsus az wel, with the hop that, bi this treniŋ, thon me develop that form ev fut and that streŋth ev parts and that yus ev the hol, nesessari tu gres ev port in standiŋ, ez and elastisiti in rizin and sitiŋ, and elastisiti and nimbulnes in wociŋ, runiŋ, scipiŋ, lepiŋ, dansiŋ, etc. The hu realiz hou much gres in port hwil standiŋ, and nimbulnes ev muvment in the acts ev standiŋ, wociŋ, etc., depend upon perfecshun in the development ev the toz, ev the metatarsal and tarsal bonz, and ev the musulz hwich muv thez parts—hou much dependz upon the wid spred ev the toz and ev the metatarsal bonz, and upon the prediŋ and the archiŋ ev the tarsus—wil rat veri hili the advantejez ev thez saluteri ecsersizez. And then the delit ecsperienst bi the barfut urchin hwil performiŋ the evolushunz insident tu thez ecsersizez, olwez semz tu be ecscwizit, and servz az a vent tu thoz nediŋ relef ev that pent up condishun hwich so frecwentli punishez thoz activ mortalz hu ned mor ecsersiz than an ordinari sculrum can afford. Ined, a lessun in the proper manuveriŋ ev the toz, metatarsus and uther parts ev the fut, and a treniŋ in the proper yus ev the fut, iz, perhaps, without ecsepshun, after the inishiatori lessun, held bi the littul mortalz, and iz az plezin az profitabul. Nor du smol children alon find delit and profit in lessunz upon ecsersizez ev the fet; ladz and lasez even wel up in the tenz, under treniŋ in the yus ev the fet, hav, az a rul, manifested much interest in the wurc the wer duiŋ and much plezhur in the duiŋ ev it.

In stepiŋ, I hav tot mi pupilz tu plant the fut litli and prediŋli, but securli, upon the surfes occupid. In wociŋ, a lin pasiŋ thru the middul to and the senter ev the hel, shud form with the lin ev progreshun, an aŋgul ev 30°. In swimiŋ, the sam degre ev evershun shud be mentend

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and, in this ecsersiz, the fut, in the bacward muvment, shud be spred tu the widest degre, hwil in the forward muvment, the contracshun ov the adductor musulz ov the metatarsus and the falanjez ov the toz, shud dro thez parts ov the fet intu the smolest cumpas possibul.

I hav tot mi pupilz tu stand not ecwalli on both fet,—ecsept it be tu rest from sum uther pozishun, or tu ecwalli contract, for sum espeshal purpus, at the sam tim, the sam set ov musulz in ech ecstremiti. In standiŋ, it iz better tu support the truŋc manli upon wun leg, the toz ov the fut ov hwich beiŋ so everted that a lin pasiŋ thru the middul to and the senter ov the hel, mecs, with a plan hwich, antero-posteriorli, ecwalli dividz the bodi, an aŋgul ov 30°. Then, a littul abducted and a littul in advans ov the fut supportiŋ the bodi, shud be planted, az a prop, az it wer, tu the bodi, the uther fut, everted tu the sam degre. Hwil so standiŋ, a perpendicular ecstendiŋ thru the senter ov the outsid ov the fut supportiŋ the grater part ov the wet ov the truŋc, pasez thru the er. In this pozishun, the act ov standiŋ iz the eziest; the postur ov the bodi, the most conducsiv tu helth; the figur the most gracful; and the port the most commandiŋ. Az a consecwens, I hav advizd pupilz tu assum and tu mainten this postur hwenever sircumstansez du not compel them tu assum sum uther.

Hwen tird ov standiŋ in the pozishun just describd, the fut supportiŋ the grater part ov the wet, me be relevd bi plesiŋ it a littul in advans ov the uther fut, tu act az a prop hwil that wun hwich haz bin actiŋ az a prop, non supports the grater part ov the wet ov the bodi, or relef me be gand bi so leniŋ, for a hwil, that the fut hwich haz bin supportiŋ the les, non, for a tim, tecs the grater, wet.

Hwil standiŋ, I hav tot mi pupilz tu cep the sholderz wel bac upon the torso; tu let the armz haŋ at ez in such a we that the palmer aspect ov the handz iz toward the thiz, the handz beiŋ nether flecst nor ecstended, but open

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tu that ecstent that the ar the eziest possibul; tu elevat the hed and tu cep it sciward az far az the intervertebral ligaments wil allou. In this pozishun, the hed iz the eziest tu muv, the sirculeshun ev the blud the lest impeded, the respiratori apparatus the freest tu act, the dijestiv apparatus the lest cumberd with the preshur ev uther organz, and the musulz involvd in the act ev standiŋ no mor ecsersizd than just enuf tu cep the port erect. However, sins tu remen tu leŋ in eni pozishun iz both tirsum and harmful, duriŋ short intervalz, the pupil me be recwird tu so stand that the toz ev both fet tuch a lin perpendicular tu a plan hwich posez antero-posteriorli thru the senter ev the bodi, az soldyerz stand hwen formiŋ a drest lin. Hwen so standiŋ, the sholderz shud be wel bac upon the torso, the armz forst stret doun bi the sidz and the handz fulli ecstended. In this ecsersiz, tenshun ev sertin musulz ev the bodi iz deziird and, in this manuver, it iz most thuroli accomplisht. And hwen deformiti ev eni part ev the bodi demandz this ecsersiz (and it efen duz) it me be practist with a hop ev accomplishiŋ much.

Tu develop not onli the handz, armz and sholderz, but also the thoracs and the organz tharin contend, I hav recwird an ecsersiz ev the upper ecstremitiz and ev that part ev the torso with them connected, hwich haz bin attended with happi rezults. Tu begin, the pupil iz recwird tu stand in the pozishun first describd, tu ecstend the armz and handz until the palmer surfesez ev the handz firmli coaptet far in frunt ev the truŋc, upon a lin parallel with the sholderz; then, cepiŋ the handz open and vertical az tu the bredth ev the hand, hwil the armz ar fulli ecstended, tu pas them horizontalli outward and bacward until, if possibul, the dorsal surfesez ev the handz met behind the truŋc. In this manuver, car shud be tecen that, in describiŋ the semisircul, the hand, in everi point ev the muvment, iz vertical, and that it iz, at everi instant, parallel with the

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point from hwich it started. In this, we hop tu elongat and tu strengthen the ribz, tu develop the dorsal vertebre, the sternum and the intercostal musulz; tu enlarj, tu strengthen and tu simmetriz, so tu spec, the thoracs, and tu holsumli develop the vital organz it contenz—espeshalli, the lungz and hart. The ecsersiz never felz tu delit alic the littul tot just from the cradul, the child ev sics yerz and the adolessent, even if nerli out ev thonz tenz.

Tu enlarj the lungz and tu incres the capasiti for ar, I hav ecsersizd the pupilz in practisez ev ful, dep brethin,—in hwich thon ecsersizin wez recwird tu plas the handz upon the hips, with the palmer surfas ev ech restin upon the abdomen, and the elboz acimbo, hwil sloli and forsibli, thon inhald until the lungz wer fulli inflated with ar; then, after a poz ev a moment, thon wez recwird tu sloli but forsibli echal until the lungz wer az empti ev ar az the cud be. In this ecsersiz, tu, much delit iz ecsperienst and, az rezults, we hav not onli an enlarjin ev the capasiti for ar and an invigoratin ev the persun, but also a simmetrizin ev the figur.—The inhaleshun and echaleshun me be practist fiv timz in slo sucseshun,—durin hwich the mouth shud be cept entirli clozd. Inded, much penz du I tac tu inculcat the importans ev brethin, at al timz and under al sircumstansez, thru the nostrilz.

I hav insisted that the pupil, hwil sitin, standin or muvin, cep the nec and hed erect, and at intervalz, ecstend the hed upward az far az the apparatus tu lift it, wil heist it. Espeshalli iz this ecsersiz neded in thoz casez in hwich the hed ecstendz tu far forward, tu far bacward or tu much tu ether sid. Inded, deformiti ev the nec iz az frecwent az that ev eni uther part ev the bodi, cwit az harmful, and, ev al deformitiz, in point ev hideusnes, nun ar wurs than that ev the nec.

Shud eni wish tu no mor ev the calisthenic ecsersizez hwich I hav practist in the tranin ev thoz under mi charj,

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the me fond in mi buc entituld, *elements ov orthoepi*, much tu interest them.

Under thez ecsersizez, I hav sen febul children gro streŋ, the deformd verj toward simmetri, the sleuchi and remis in mannerz accwir a lodabul degre ov persunal prid, and the jeneral bariŋ ov ol under mi charj gretli impruv, not onli in fizical development but az wel in moralz—in curtesi, mannerz and in everithiŋ els in hwich the esthetic me apper.

In ecsersiziŋ the faculti ov gust, standardz for comparisun shud be wel establisht. Bitternes, swetnes, asiditi, alcaliniti, soltnes, nutraliti in gust, etc., haviŋ bin wel inculcated, the pupil shud be wel ecsersizd in thoz practisez hwich enabul wun tu redili distiŋgwish, the wun from the uther and from the abuv and ech from the uther, acriditi, punjensi, costisiti etc., ov objects,—cwelitiz hwich, hwil the ar not a part ov gust and act upon the mucus membren ov the mouth onli in a mecanical we, yet ar ofen determind bi the ejensiz ov thoz organz communli yuzd tu determin gustativ cwelitiz. Then shud follo ecsersizez suted tu tren the faculti ov gust in appreshietiŋ degrez and shadz ov bitternes, ov swetnes, ov sournes, ov soltnes, etc.; olso, the pupil shud be trend tu distiŋgwish degrez ov costisiti, acriditi, punjensi, etc. Then shud follo ecsersizez tu tren thon tu determin the prezens ov ech ov thez in miestur in hwich several ar prezent.

Az a standard ov bitternes, a wec solushun ov stricnia, in the proporshun ov a gren ov stricnia tu an ounz ov woter, or a solushun ov cwinia sulfet in the proporshun ov a gren ov that solt tu an ounz ov woter, me be yuzd. Tu accwant the lerner with the different degrez ov bitternes, the techer me introdus spesimenz ov thez solushunz so diluted that, stiliŋ the standard spesimen, the spesimen ov the first dilushun, A, B wil be onli a tenth az streŋ, that ov C onli a hundredth az streŋ, that ov D onli a

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thouzanth az strong. Tu ecsersiz the gust in the shedz and in the different cindz ov bitternes, tu the bitternes ov thez spesimenz me be compard the bitternes ov cweshia, jenshian, wurmwud, tanzi, befs gol etc. Bi micsing several ov the bitter elements, spesimenz ov compound bitterz me be formd hwich me serv wel tu sho that meni cindz ov bitter prinsipulz me apper in the sam spesimen, and that the faculti ov gust me be so trand az tu detect ech ov thez.

Az a standard ov swetnes, a solushun ov saccarin, in the proporshun ov a gran ov saccarin tu an ounz ov woter, me be yuzd. Dilushunz, bi tenths, ov this element me be yuzd tu sho the different degrez ov swetnes. Tu tech the cindz and shedz ov swetnes, different proporshun ov solushunz ov shugar, huni, etc., me be compard with the standard ov swetnes.

A standard ov asiditi me be fiest bi dizzolving ten drops ov asid sulfuric in an ounz ov woter. A standard ov alcaliniti me be fiest bi dizzolving ten granz ov potassic hidret in an ounz ov woter. Az a standard ov soltnes, a saturated solushun ov commun solt me be yuzd, and tu this standard me be compard the soltnes ov potassic bromid, ammonium clorid, etc.

Amung the standardz tu be yuzd in traning the organ ov smel, we me plas the roz, lavender, sinnamun, musc, grap blossum, mint, pech, &c.

Hwil a critical noledj ov the gust and smel ov substansez iz valuabul in eni lin ov lif, in the studi ov fizics, cemistri, fizioloji, zooloji and botani, it iz espeshalli valuabul. Inded, in the prosecushun ov the studi ov thez branchez, it iz cwit indispensabul.

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CHAPTER III.

IN THE SCUL AT COPPER HIL.

In the settulment ev this cuntri, erli in the 17th senturi, the gudli landz thru hwich the Neshanic floz, wer purchest and occupid bi pepul from Holland, hu, from the erliest timz, bi themselvz and thar neborz, hav bin stild Lo Dutch. Among thez, wer the Culz, the Higginzez, the Bellisez, the Rocafelloz, *et al.*,—familiz ev grat strength ev caracter and vital fors, ev grat industri and frugaliti and ev that pisti hwich, in jeneral, caracterizd the erli constituents ev the "Calvinistical Hi Dutch Congregeshun," neu stild the Dutch reformd church in America,—a pisti hwich constrand thoz hu, ev this neborhud pezzest it, tu regularli attend the servisez ev the church ev hwich the wer memberz, if, tu effect it, the had tu rid, on Sunda morning, from the bangs ev the Neshanic tu Frangelin Parc (then nod az Sics Mil Run), in the counti ev Sumerset—a distans ev twenti-thre milz. But not long did the Dutch ev the Neshanic settulment driv so long a distans tu attend church; tu deliberat, erli in 1749, the assembuld upon a sit at hwich the rod ecstending from Filadelfia tu Nu Brunzwic crosez the rod hwich ecstendz from Trentun, bi the wa ev Snidertoun, Wicofs tavern and Dutch lan, tu Flemingtun, and sun, in the estern angul formd bi the meting ev thez rodz, a modest church edifis aroz. Nor wer the les carful tu provid for the educeshun ev thar children. At an erli dat, ner Treuts mil‡, out ev legz, wez erected a sculheus hwich servd the communiti during meni yerz.

‡ Treuts mil (bilt about 1750) stud on the west ev the oldtim staj rod hwich ecstendz from Trentun, thru Pitsteun, tu Estun, Pa., upon the est bank ev Suttunz ril—a butiful stremlet hwich floz meanderingli from the spring on the

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Amuŋ thez Hollanderz, educeshun ev thar children rayct first and, az a blesed inheritans, this hi regard for educeshun haz bin transmited from parents tu children til the prezent de So, sins the ansestorz ev this gudli pepul settuld upon the plan ev the Neshanic, at no tim haz the sculmaster bin a stranjer amuŋ them, nor hav thar children lact an eppertuniti for lerniŋ and cultur.

Az the district becem mor densli settuld, and children becam mor numerus, in the northern aŋgul formd bi the rod hwich ecstendz from Trentun tu Fleminŋtun and the rod hwich ecstendz from this anshent thurofar tu Steuts milz, (az then wer cold the milz on the Neshanic neu ond bi Fra Hil), and so on tu Nu Brunzwic, anuther sculheus apperd,—at hwet det, I cannot asserten.* Hwen

old Suttun homsted, around thru the plan, tu por its woterz intu Wolnut rivulet, hwich emptiz intu the Neshanic, thre hundred yardz est ev the Copper Hil sculheus. In this hamlet wer a blacsmith shop, a cuper shop and a hwelrit shop. A haf ev a mil west wez the appul distileri ond bi Jon Suttun ; a haf ev a mil seuth wez the appul distileri ond bi wun Swello. A haf ev a mil northwest, in the seuthest aŋgul formd bi the cresiŋ ev the Trentun and Estun rod bi the rod hwich ecstendz from Fleminŋtun tu Stectun, stud Bohanan tavern—an in widli nod for the attractivnes ev its envirunz, the cwietnes ev its gests, the clevernes ev its host and the rar grasez, marct intellijens and ecscwizit mannerz ev its hostes. The onerz and cesperz ev this anshent in wer the parents ev Lucreshia Bohanan, the tscher hu, duriŋ so meni yerz, wez so justli prazd for her buti, her grasez, her lerniŋ, her polit mannerz and her effishensi az an educator.

* At a veri erli det, wun Jacob Heuzel, grat grandfather ev Jeremia Heuzel, wurct at blacsmithiŋ in a shop hwich stud on the west sid ev the rod ner the seuth bank ev the Neshanic. Ner bi wez a hwelrit shop and a shop in hwich weviŋ wez dun. Subsecwentli Peter S. Recafello, about 1800, began tu cepa stor in a bildiŋ hwich stud on the est sid ev the rod about seventifiv yardz north ev the Neshanic. South ev the Neshanic, on the est sid ev the rod, wez the talor shop ev Lambert Buzenberri. Est ev this plas wez the farm (neu ond bi Catherin Cul) ond and eccupid bi the tounship ev Raritan az a hom or an asilum for the pur ev that tounship. At the advent ev the Fleminŋtun branch ev the Belvidsr divizhun ev the Pensilvania ralrod (in 1854), the sitizenz ev this anshent hamlet sot a nam for thar plas. A wiz man mit hav sugjested Heuzel or Recafello; but the wizacer ev the plas wez an elderli ladi, wun Betsi Cramer Dilts, *nee* Betsi Cramer Blu, wido ev Jon Dilts, huz veis had bin herd in al the affarz ev the hamlet for meni yerz. She, in commemoreshun ev an abortiv effort tu min copper ner the plas, propozd tu col the steshun Copper Hil. A repetishun ev hwet the old ladi propozd, ficst the nam ev the plas.

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this bildiŋ had servd its turn, duriŋ the yer 1810, anuther heus wez bilt upon or ner the sit occupid bi the primitiv structur. Ov this erli enterpriz, az the recordz sho, Pol Cul wez wun ov the trustez. From the first, in the cwelificeshunz ov the techerz emploid and in the curriculum ov the branchez tot, much interest wez manifested bi ol hu wer consernd in educeshun. Az a consecwens, Noledj Corner, az this ples wez formerli cold, wez widli nod az a ples at hwich tu children, adolessents, yuŋ wimen and yuŋ men, wer offerd ecsellent opportunitiz for instrucshun in ol hwich pertend tu the district scul az wel az in meni branchez hwich wer parts ov the curriculum ov an academi, or even ov a collej cors. Inded, amuŋ thoz hu, from tim tu tim, tot this scul, ar found the namz ov several hu, in uther linz, az wel az in that ov scolarship, achevd a wurthi record. Ov thez, we me menshun G. A. Allen, wuns a noted barrister in the corts ov this stet; Clodius R. Prol, M. D., hu achevd credit az a surjun tu wun ov the militeri hospitalz in Filadelfia, duriŋ the lat sivil wor; Seth W. Herric, counselor at lo and ov lif inshurans notoriti; C. R. Dagget, A. M., hu went directli from this scul tu act az prinsipal ov the Trentun academi, at Trentun, N. J.; W. H. Wordel, D. D., at wun tim prezidiŋ elder ov the Nu Yorc conferens ov Loŋ Iland, N. Y.; Jemz Jonsun, A. M., mi immediat predesessor, hu, in the corts ov Jorjia, achevd fam az a barrister. Amuŋ the accomplisht ladiz hu, in erli timz, tot this scul, nun had a better reputeshun than Lucreshia Bohanan, a nativ ov this counti. Fren Brush, a graduet ov wun ov the Nu Iŋgland normal sculz, hu achevd an enviabul reputeshun in the sculz ov her nativ stet, Conneticut, and hu so sucsesfulli conducted the select scul at Hedcworterz for several yerz prior tu, and duriŋ, the tim I tot at Morz, iz greshusli rememberd bi the pepul ov Copper Hil and much prezd for her meni accomplishments.

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Amuŋ the editiz hu, from tim tu tim, tot in this district and hu, better than eni uther hum I met, nod the histori ev the ples and the pepul, wez wun Heuel. Hwen last I so him (in March ev 1861), he semd tu be about seventi yerz ev aj; but, the det ev hiz birth; the ples ev hiz birth, ev hiz adolessens and educeshun; hiz parentej; hiz hom and hiz biznes, sev that, for 50 yerz, he had tot thre munths, at the lest, duriŋ ech yer, he wez shi tu tel. In persun, he wez steci and streŋ. In hit, he wez about fiv fet and nin inchez. In port, he wez erect, but not commandiŋ in apperans. Hiz fes wez ful and hiz fered hi, but hiz iz wer smol and hiz mouth ful and hevi. In mannerz, he wez communples and shi. Ev the man, intellijens and retisens wer the caracteristics. Tu a jeneral understandiŋ ev the filosofi ev the yunivers, he aded a critical noledj ev veri meni thiŋz. He semd tu hav enjoid a collej educeshun and, at wun tim, tu hav servd az a tutor in sculz ev hier educeshun. He semd tu hav bin an indefatigabul student ol hiz lif—espeshalli ev pedagoji, ev histori and ev politics; and yet, az a vagrant, he trampt the rodz, carriiŋ the fu clothz hwich he neded tu mac chanjez, in a silc bandana swuŋ from a can hwich past over hiz sholder or, in ces he neded the can az a support or az a defens agenst degz—ev hwich he wez veri ferful—he carrid hiz budjet under hiz arm. In traveliŋ, he woct in the middul ev the rod, hewever dusti or muddi it mit be. At plesez distant from fiv tu ten milz, aloŋ a lin hwich semd tu ecstend from cep Me, thru Copper Hil, tu Tristats roc, he stept about twis a yer. At hiz ples ev stepiŋ in this district, I borded; az a consecwens, I had an eppertuniti tu studi him. A fulli fledjd stoic, he wez olwez the sem, be the sircumstansez hwet the mit. On enteriŋ the heus, he semd tu fel at hom; but, oltho cordial, he spent littul tim in formalitiz. Unles the host or hostes wez redi tu toc with him, he, at wuns, tuc from hiz budjet

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such periodical or buc az wez then most engejiŋ hiz attenshun, and prosided tu red it; or, if thiŋz wer convenient, he spred sum paper upon a tabul or a stand and rot an articul hwich, in dutim, apperd in sum important nuzpaper. He semd tu fel that he wez in nobodiz wa; that he wez welcum hwarever he mit stop; that he olwez renderd, in the prezentashun ev hiz intellijens and agreabul cumpani, a ful ecwivalent for hwetever hiz host mit accord him; that he wez olwez prepard tu giv—espeshalli ev informeshun—az much az he ecspected tu resev and that, enihwar, he wud be accorded ol hwich wez du him.

Hiz attir wez veri plan, substanshal, and wel suted tu hiz wa ev liviŋ. A chenj ev shuz he olwez carrid; and, carful wez he tu clen hiz shuz befor he enterd a hous. He never shevd; hiz grizli berd wez az short az he cud clip it with a sizzorz. Hiz har wez cors and bushi, and the pattern tu hwich he had it cut wez yunec. Bi so plesiŋ a closli fitiŋ besin over the hed that the vertecs ev the scul points tu the senter ev the bettum ev the besin, and then so wurciŋ the sizzorz ol around the rim that the projectiŋ har iz clipt of, wun wud produs a rezult hwich wud apper much lic the stil. Hwen, hwar or hou he comd it, I never nod, and yet it wez marvelusli in cepiŋ with the uther elements ev hiz persunaliti. From beneth streŋ, projectiŋ archez, lambercind with hevi, thretiniŋ brouz, luct hiz ebun iz,—winiŋ, but cen and persiŋ. Hiz streŋ chec bonz, prominent acwilin noz, brod mouth and ful, streŋ chin, wer not wontiŋ in significans. Hiz hat comported wel with the rest ev hiz apparel; it wez olwez wel worn and if, in it, ner the top, thar wer meni holz—wel, the let the hat from hiz ful, bizzi hed out and sum fresh ar in. Hiz cen, or rather hiz staf, shevd from a pes ev tuf hwit oc, wez a plan, streŋ stic, hwich, in leŋth, wez the egzact mezhur ev himself and bor evidensez that it had servd him meni yerz. This, hwen yuzd tu assist him in

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wocin, he graspt at a sit nerli horizontal with hiz sholder.

In a conversesshun with me, he stated that, directli after graduatin, he servd a fu yerz az a tutor in a collej; that, subsecwentli, durin thirti yerz, he had tot, at the lest, wun term a yer, mostli in district sculz; that he had tot tu termz in the district scul at Copper Hil, nerli thirti yerz prior tu the tim at hwich he woz tocin; that subsecwentli, he had, at intervalz ov a fu yerz, tot that scul for a term or tu at a tim; that he regarded it nesesseri tu tech, at the lest, wun term a yer, tu cep fresh in mind the prinsipulz ov the art and the rudiments ov noledj; that the wurc ov techin duz mor toward the educeshun ov the techer than it duz toward the educeshun ov thoz hu ar tot; that, becoz ov this effect ov techin upon thoz hu ar emploid in the biznes, so meni ov our distingwisht techerz ar noted az profound and accurat scolarz; that, az a stepin ston tu the hiest pozishunz in the gift ov the pepul, no uther biznes haz advanst wun tenth so meni ov our most noted and most wurthi public men. Then, in support ov this statment, follod a resital ov the namz ov a veri, veri lon list ov techerz hu had becum the heroz ov our cuntri, from the erliest timz—militari men, statsmen, loyerz, jurists, divinz, prezidents, guvernorz, etc., hwich consumd mor tim, profitabul az it woz, than wun can wel afford tu devot tu such a subject.

Rarli hav I met a persun hu semd tu hav a persunal accwentans with so meni men ov distincshun—prezidents, guvernorz, congresmen;—judjez, barristerz, divinz;—travelerz, diplomats, othorz, editorz, etc., and in the estimeshun ov the persunz hum he met, he woz az cwic az he woz accurat. Ov a noledj ov sculz, ov distingwisht techerz, ov modz ov techin;—ov public caracterz, ov politics and ov economics, he woz a veri siclopedia,—wun, az bi acsident, I subsecwentli lernd, hu woz yuzd, in confidens,

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bi meni a wir-wurcer in the public and privat affarz ev men and in the affarz ev stat, from the guvernor doun.

Az a sculmaster, I apperd in the Copper Hil district in the mornig ev the first Munda in Februari, 1859.* Thar wer prezent about twentifiv pupilz, ranjig in aj from twelv tu twentiwun yerz. In lucig over a program ev ecsersizez hwich wez spred upon the masterz desc, first on the list I so a clas in Latin; farther doun the list wez anuther clas in Latin. In the articul ev agrement betwen me and the trustez, wez a statment that I shud tech Latin, French, aljebra, menshureshun, jeometri, surveig, etc., alog with minor branchez yuzhualli tot in district sculz; but, I littul ecspected tu find in the scul, tu clasez in Latin. Az I farther egzamind the order ev ecsersizez, curiositi depend. Az sun az scul wez cold, folloig the order ev mi predesesor until I found nedz ev chanj, I cold the clas in Latin,—tu her tu beiz, about siesten yerz old, red a paragraf ev Roman histori in Bulyunz Latin reder. The red az wel az I had ever herd eniwun red that or cindred tecst. Respectig the construcshun ev wurdz in the matter the red, the semd tu entertan veri proper noshunz and with the contents ev Bulyunz Latin grammar, the semd cwit familiar. Ov that tecst, I lernd that the had bin translatig about a haf ev a paj az a lessun; so, the haf ev a paj, I assind them for the necst lessun. So wel the did thar wurc and with such alacriti the undertuc enithig assind them, that sun the red at the ret ev tu pejez at a lessun and, er log, the completed ol the matter in that buc.

The necst clas on the rol resited a lessun in aljebra.

*The folloig, accordig tu statment ev Jeremia Houzel, iz a list ev the techerz in the Copper Hil scul, from 1848 tu 1859: Wm. Metler, Dan Bodin, Sara Vurhez, Nathan Solomen, Convers Dagget, Ogustus Dagget, Seth W. Herric, Jozef Pettengil, W. H. Wordel, Iren Brush, Jamz Jensun.—Solomen tot onli a fu munths. Iren Brush did suddenli, hwil upon a vizit, at her hom in Conneticut, hwen she had tot onli a fu munths. Jamz Jensun tot ten munths ev the yer for hwich he wez hird.

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Cwodratic ecwazhunz wer engajiŋ thar attenshun and rit wel did the perform thar wurc. Wel drild had the bin from the first and a happi tim had we in ol thiŋz relatiŋ tu that subject. Anuther clas in aljebra wez scarsli mor than beginiŋ the subject, but activiti and a dezir tu no caracterizd ech member; az a consecwens, gud progres the med. Then follod a clas hwich had letli begun the studi ev Latin. Desent wurc the wer duiŋ and, in this delitful studi, we sertinli had a happi tim. Tu the col for the clas in jeometri, cem a fello hu had Deviz jeometri, from hwich he resited alon. He had nerli completed the wurc in hiz buc and wez veri enthuziastic in the studi. The sem persun, tol and slender, and then about sicsten yerz old, anserd tu the col for the clas in menshureshun. In this studi he wez duiŋ gud wurc and a gret del ev it. Inded, in mathematics, he ecseld. Duriŋ the entir cors in the yuniversiti at Luisburg, Pa., the institushun from hwich he afterward graduated, he stud a considerabul abuv the averaj ev the clas.—Then follod a clas in hier arithmetic. Ol did creditabul wurc. Veri redi wer the in the yus ev creun upon the blacbord, ev hwich we had a gud supplii.—A clas in Tempsunz arithmetic then follod. In this clas wer sum huz capasiti wez les and huz dezir tu no wez net veri streŋ. Heuever, the behevd wel and we muvd aleŋ, sloli tu be shur, but smuthli and presperusli. Then, in the beginiŋ ev arithmetic follod a clas, in hwich wez sum veri premisiŋ yuŋ stuf and sum older stuf hwich wez veri unpremisiŋ. Heuever, the tretment delt tu ech, had bin such az wez recwird tu develop about ol hwich wez amenabul tu the techerz art.—Then follod a clas in Brucsez hier mental arithmetic, in hwich wer several hu vigorusli attact a netti problem and cwicli untaŋguld it in a veri lusid we. A delit wez it tu se with hwet compozhur and confidens the held a problem up befor the mindz iz, luct dispashunatli thru it and then, tu the dis-

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cushun ev it, applid thoz lejical presesez hwich unmistacabli led tu preper rezults.

Al holsum ecsersiz wez this wurc in mental arithmetic—a studi, in the better sculz ev eur cuntri, then veri much in vog. Thar wez a periud during hwich, in sum sculz, tu much tim, perhaps, wez devoted tu it; but, hwen cept within preper limits, it wez a veri valuabul factor in the curriculum ev eni scul. Wud that it mit be reviivd! It wud help meni a dul, bacward, folteriŋ, blunderiŋ yuth intu wez ev recuniŋ hwich wud sharpen thonz mathematic acumen, streŋthen thonz abiliti tu discus thiŋz ev calculeshun hwich must, in the commun affarz ev lif, be discust, and mac thon cumfortabul in that thon cud redili recun hwet neu so meni ev the yuŋ fel tu selv.

The wurc ev the fornun concluded with the resiteshun ev a clas in an intermediat mental arithmetic,—in hwich meni ev the memberz—tho the wer larj pupilz—did net veri gud wurc and utherz, for lac ev capasiti and wont ev interest in the subject, did badli. Tu thez, at wuns, I ped mi respects in such a wa that the clerli so that I wez in ernest and that, in the studi ev mental arithmetic, the wud be compeld tu du the veri best the cud. Sun, thar interest in the subject, or in me, hwich, in effect, mit be much the sam, becam areuzd and, under the spur, the did a del ev pritti gud wurc, az I hav efen herd sum ev them brag.

The wurc ev the afternun consisted ev resiteshunz ev clasez in grammar, jeografi, histori, rediŋ, ritiŋ, peliŋ, etc., in hwich the most ev the pupilz did wel. The wurc in jeografi wez the lest satisfactori; but, a fu lessunz in mapdroiŋ, in the medeliŋ ev jeografic areaz in sand and in the moldiŋ ev putti intu mountinz, velcanoz, etc., and a fu lessunz given upon the baŋc ev the Wolnut rivulet, hwich wez the northestern boundari ev eur let, in respect tu ilandz, peninsulaz, the bedz and baŋcs ev stremz, the

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erozhun effected bi stremz, etc., etc., stimulated latent facultiz and sun, in this studi, better wurc wez dun. Rediŋ had resevd not so much attenshun az wun mit ecspect. Pur rediŋ, in hwich indistinct utterans and an inabiliti tu cwicli lern the pronunshieshun ev a nu wurd, wer prominent factorz ev the folts, wez the rul. In that scul, the wurd methud, az it iz non cold, in techiŋ rediŋ, had bin in vog. Upon the wol, ol around the rum, ecsept the spes occupid bi blacbordz, huŋ the charts prepard bi the famus Dr. Web—the inventor and vigorus prepagetor ev the wurd methud in techiŋ rediŋ,—then the profesor ev rediŋ and fizioloji in the stet normal scul at Trentun, N. J. The wer larj and hansum and the had bin much yuzd bi the techerz hu preseded me. This condishun ev thiŋz afforded me a far opportuniti tu tri the wurd methud. Accordiŋli, in the beginiŋ ev the spriŋ term, hwen the littul children began tu cum, I yuzd thez charts and the bucs hwich wer arrenjd tu accumpani them, tu the best ev mi abiliti. The wurc accomplisht wez veri unsatisfactori tu me, oltho, with hwet I did and with hwet the pupilz accomplisht, thoz hu emploid me semd tu be wel plezd. The hezitansi in efforts tu yuz a nu wurd, groiŋ out ev a wont ev confidens ech had in thonz abiliti tu determin, bi eni preses, hwet the wurd mit be; the indistinctnes ev articulashun; the forsles cweliti ev the acsent and ev emfasis; the wont ev a holsum appreshieshun ev a cler, distinct fonetiŋ ev the elements ev spech and ev a wel defind utterans ev wurdz, frazez and sentensez, streŋli and veri offensivli contrasted with the distinct, cler, ful, velubul utterans ev the yuŋliŋz hum, in uther sculz, I had drild in fonics and tot tu spel and red bi the rashunal methud. Nor did thez pupilz, provided az we wer, with everi menz tu render the wurd methud attractiv and ezi, mac that progres in the art ev rediŋ hwich I ever se attendiŋ thoz hu ar first drild in fonics and then tot tu spel and red bi

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the rashunal methud. Nor did the pupilz so redili comprehend the matter the red, nor did the displa a degre ev interest in hwet the red commenshurat with that manifested bi thoz brot up bi the rashunal methud. The lact in cennes ev persepshun ev the several elementari soundz hwich egzist in our spech, ev the sillabic mecanizum—in the jointing cweliti—ev polisillabic wurdz, ev the distinctnes ev wurdz az parts ev sentensez; and veri much mor did the lac in appreshiashun ev the fitnes ev sertin soundz tu ecspres sertin emoshunz, consepts or idеaz and in appreshiashun ev plezing, holsum, melodius, harmonic soundz. Stil mor did the lac an abiliti tu fonet the soundz hwich ar the fundamental elements ev our spech.

In this scul and thoz hu had letli gon out from it, an indistinctnes ev utterans caracterizd the spech ev almost everi pupil, larj or littul; and yet, meni ev them red—or rather, the indistinctli and smutheringli cold wurdz—veri fluentli. Nor wez I abul tu so tran thoz under mi tuishun hu had lernd tu red bi the wurd methud, that the, tu eni considerabul ecstent, overcam this defect. Az the had first utterd eni given wurd, so the continud tu utter it, netwithstanding the sever drilz tu hwich I subjected them in the attempt tu cur this condishun ev thingz and the lodabul efforts meni ev them med tu lift themselvz out ev that inelegant utterans. In the spech ev the best ev them, alwez apperd sumthing sluvenli. Nor had the, az a rul, that tendensi so jeneralli manifested bi memberz ev clasez drild in fonics and tot tu spel and red bi the rashunal methud, tu red spesimenz ev elegant poetri, pesez ev polisht proz and the wurcs ev athorz hu rit bi the rulz ev art. Rarli hav I herd eni wun ev them, sav hwen indust tu du so under the immediat direcshun ev thonz instructor, red aloud for self cultur, or for the entertanment ev utherz, enithing hwich contributs tu the development ev the esthetic and tu soshal enjoiment. And tu this de, netwithstanding

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the superior advantejez in everi uther direcshun ov cultur, a wont ov proper tranin tu holsumli develop the oditori faculti, and tu properli develop the organz ov spech, iz apparent in the vois—hwether specin, redin or sinin—ov everi wun ov them.

The pupilz ov this scul wer yuzd tu ritin essez—compozishunz, az the cold them. For the redin ov thez, Wenzde afternun wez the tim. Az the essez hwich wer red upon the first Wenzde hwich I tot, had bin egzamind, corrected and returnd tu the pupilz bi the techer hu preseded me, and huz unecspird term I wez emploid tu complet, I nod nuthin ov thar merits until I herd them red. The wer cwit az gud az I cud ecspect. In them, however, apperd rather tu much hwich had bin copid from bucs, periodicalz and the lic, for hwich, in meni casez, du credit had not bin given. In colin the namz ov the pupilz tu red, I follod the list hwich wez a part ov the order ov ecsersizez prepard bi mi predesesor. The last nam on the list wez Sara , hu, in the scul and in the neborhud, wez wel nod az blac Sal—a caracter about nintin yerz old, I thinc. She wez a bunchi wench,—about fiv fet and sics inchez tol, brod, fleshi and veri stron. She wez ebun blac, had a veri ful supplì ov densli curld, bushi har; a stron, ful, round fes; an ecstra big, flat noz; larj, rolin, thretenin iz and an oful supplì ov mouth. Her port wez erect, her muvments cwic and her mannerz—wel, the varid tu sut the ecsijensiz ov the cas, her mud, envirunment, etc. Tu the col ov her nam she responded in the redin ov an essa hwich, in point ov lenth and in amount ov Calvinistic matter it contand, cud hardli hav bin ecseld bi a hard-shel Baptist minister. She red lon, loud, and vehementli. Tu her redin, ol lisend attentivli, apparentli in antisipashun ov herin sumthin entertenin.—In this, the wer not disappointed, or at eni rat, she entertand me, both bi the matter hwich she red and bi her manner

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ev redin it. Az she red, an Africanic pep, neu and then, over or bi the sid ev the paper, tu se hwet impreshun she wez macin, wurct wunderz in disturbin the ecwilibrium ev ol. Nor les disturbin wez an eccezhunal Africanic grimas in hwich her menstrus, everted lips, lic a grat coil ev Bolona sosaj, festund a fritful openin in hwich larj hwit teth apperd lic celumz ev ivori. Then, tu intensifi her efforts, she wud glar wid her iz, until the erea ev hwitnes cud be med no biger. Then wud follo a froun in hwich her ful, hi hep ev flesi har wez drod forward and deunward until the narro, fersli corrugated surfas betwen it and the ibreuz, gav an intensiti, a fersnes and a peculiariti tu her ecspreshun, net at ol describabul but immezhurabli lafabul. Then, preparatori tu the redin ev anuther paragraf, she opend her grat meuth fulli wid enuf tu discloz everi tuth in her hed; everted her enormus lips until the semd tu rol over a tim or tu; distended the huj nestrilz ev her big, flat noz; past her big red tun a tim or tu eut and in over her ivori hwit teth and, with a vigorus inhaleshun, inflated her lunz until tu fil the rum with the sound ev her veis wez net difficult: then, with a wil, she proseded tu por forth the matter ev her esse. Az she red, so sever wez the tenshun ev everi wun hu trid tu mentan decorum, that the condishun wez penful; and yet, fu thar wer hu venturd tu giv, in lafter, vent tu thar felinz, so intent wer the upon sein hwetever she did and upon herin hwetever she red. Besidz, meni wel nod that tu laf at her, provoct her tu anger, for hwich eni offender led thonself liabul tu a sever pummelin. But, the effect upon me wez tu reuzin for compozhur; I laft, in a subdud we, til I cud laf no mor. But mi act ev lafin did net tam her in the lest; the mor I laft, the mor vehement grod her ecspreshunz, until the fir hwich flasht frem her iz, semd tu sintillat clar acres the rum and until her stentorian veis wez penful tu eur erz.

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In collectiŋ and arranjiŋ the matter ov this loŋ esse, she had bin not veri carful in creditiŋ the sorsez from hwich she had veri freli drod, But, in the men, the matter shod better test than wun wud ecspect; and, the arranjment ov it shod mor grammatic scil than I thot her tu pozzes. Hwot sentensez wer med bi her, wer wel formd and wer not wontiŋ in that element hwich we stil digniti, Africanic digniti tho it woz.

This effort ov the wench, az laf-produsiŋ, tu me, az it woz, woz not intended tu mec sport; rather, it woz intended tu set in order her vuz respectiŋ sum matterz hwich affected her and thoz ov her culor, and tu defend the vuz she prezented agenst the arguments and practisez current with thoz hum she met. The stil in hwich it woz deliverd, woz wun peculiar tu herself and wun hwich she trid tu practis in the redin ov subsecwent essez—the stil hwich she semd tu thinc woz the most forsful and the best suted tu the redin ov her essez, if not the most acseptabul. In lafin at her effort, I incurd her displezhur and for the offens she never forgav me.

This wench pozzest prodijus strenth, woz veri activ and veri cwic in muvment. Az she woz cwic temperd and recles az tu the consecwensez ov her acshunz, she woz a terror tu meni,—inded, in sertin wez, I me se, I thinc, everibodi ferd her and ol wer glad hwen she left the neborhud. She woz not born in that neborhud; bi a hous ov refuj ov Filadelfia, Pa., she woz bound tu serv a term ov yerz in a famili in the neborhud, duriŋ hwich tim she woz tu be sent tu scul a sertin amount. Az the parti tu hum she woz bound, veri much favord educeshun, in a jeneral we, she woz sent tu scul much mor than the tim spesifid in the indentur; az a consecwens, she accwird veri much mor lerniŋ than iz jeneralli pozzest bi even espeshalli favord negresez. Unlic most ov the Africanic res, she pozzest an abiliti tu lern and a dezir tu no hwot

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bucs centen; or, rather, in the compozishun ev her being, thar wez enuf Coceshan element tu enebul her tu du much hwich iz peculiar tu Anglo-American pepul. Az a consecwens, she wez cwit wel verst in jeografi, cwit familiar with the prinsipulz ev arithmetic, red cwit az wel az the averej ev thoz in the scul, wez gud in cirografi, med commendabul progres in the studi ev grammar, compozd wel and, in everithing els beloging tu scul, stud hier than I thot a wench cud. But in manuvering her fes—in grimesez—tu mac pupilz laf and tu disturb the pes and cwietud ev the scul, she veri much better ceseld than she did in solving notti problemz in arithmetic, or in analizing and parsing a difficult sentens, or in the droing ev maps. Inded, ev the art ev grimes and ev pantomim, she wez a mistres. Nor wez she slo tu practis her accomplishments in thez arts, even during the seshunz ev scul, hwenever she wisht tu se a littul hilariti, tu disturb the master or tu bring sum pupil intu a condishun hwich mit merit a scolding or sum severer punishment. Tu sum ev the masterz hu preseded me, she had bin a veri terror. The ferd her and dard not tu yuz eni sever mezhurz tu coers her, lest, in the effort tu subdu her, in ces she attempted tu defend herself, or tu prosecut a scem ev upseting the master and puting him out ev dorz, az she had told sum she intended tu du (and that she wud du so wez regarded a sertinti), her prodijus streng th and ecstraordinari decsteriti mit pruv tu be tu much for thon hu had attempted tu coers her. So, the coest her along az wel az the cud; and, realli, the manejd her pritti wel. She lict them and she lict tu go tu scul; and tu plez them, she wud, sumhwet, ferbar a littul tu du thoz thingz hwich, hwen she set out for fun, wer shur tu mac an upror.

During the first de, no disturbans occurd; yet, mor than wuns, sum gimesez hwich her fes wez cwietli pleing, punisht me tremendusli,—so much so that I ferd that I

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shud shurli laf rit out, in spit ov ol the efforts. I woz macin tu manten a sober countenans. In ol branchez, she resited alon. In thoz daz, we did not offend the sens ov propriati bi plesin negroz in clasez with hwit pupilz. Nor did we ples them upon sets upon hwich hwit pupilz sat. But this arranjment woz not offensiv tu Sal; it suted her better than eni uther arranjment hwich cud hav bin mad. It afforded her mor rum tu wure at her studiz and a better opportuniti tu displa her accomplishments in arts hwich she so sedulusli cultivated.

In the afternun ov the secund da, unecspectedli, a burst ov lafter from the veri larjest girlz and boiz in the scul, startuld me amazinli. Az I luct in the direcshun in hwich the lafin wunz sat, I so nuthin hwich I thot cud arouz them tu such a degre; yet the continud tu laf vehementli, notwithstandin mi frounz and ecspreshunz ov disapproval. Such conduct arouzd me and, sternli, I incwird the coz ov it. Az I woz macin the incwiri, I notist that Sal apperd serenli dignifid and az innosent az a duv. Ol persevd bi the imperativnes ov mi incwiri, that I ment tu be anserd. So, veri reluctantli, wun stated that the wer lafin at Sal. Hwarupon Sal blirted out, I woz duin nuthin tu mac eniwun laf; if the wud attend tu thar biznes, the wud not se me.—In az mild a we az I cud, I admonisht them that the sculrum, espeshalli durin the eurz ov scul, iz not a ples for hilariti and that I did not ecspect tu se the scul agen disturbd in that we. Az I spoc, I so sloli muvin over the fes ov Sal a presej that it woz mor than licli that I wud. Accordinli, tu her I coshusli directed mi iz az efen az I cud—hwich, bi the we, she cwicli notist, badli bor, and at wuns attempted tu rezent. Sun, just az I turnd mi iz tu se hwet she mit be duin, she hitcht about a littul, in a we tu attract attenshun, and then a grimas hwich wud hav defid the compozhur ov eniwun ecsept an

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oldtim, sculmaster intent on duiŋ hiz duti at eni cost, rouzd tu convulsiv lafter ol hu so her fas.

Upon the flor, in the corridor in frunt ov mi desc, sum urchin, duriŋ the nun rises, had plast the spraŋgli top ov a yerliŋ pech tre, latli cut from the grafted stoc in a nurseri a hundred yardz or mor from the sculhous. The stoc (hwich formd an ecsellent handhold), az it had grod, had divided intu mor than a duzen spraŋgulz ranjiŋ in leŋth from fiften tu twentifor inchez,—strat, wiri and flecsibul,—an ecsellent scurj tu appli tu an offenderz bac, inazmuch az the yus ov it inflicted a duzen strips, in cwic sucseshun, at everi hwac. This, az I desended from mi set upon the rostrum, I hastili graspt and, luciŋ her intentli in the iz, with firm step and a determind ar, I advanst aloŋ the il until I wez within ezi rech ov her. Without utteriŋ so much az a hwisper, I firmli clutcht depli intu her hi, flesi, olmost Fejean, topnot; forsibli drod her forward until her hed cud be pusht doun over the nerer edj ov the desc in frunt ov her and, with no smol amount ov mi wat, crouded herhed doun intu the spas betwen the desc in frunt ov her and the wun in frunt ov that, until her brest le flat upon the desc in frunt ov the set upon hwich she sat and her bac, sholderz and armz wer about ol ov her hwich cud be sen. Hwar the tens calico semd tu be the most titli fitiŋ tu her prominent bac and sholderz, fel the first hwac ov the spraŋgli scurj. Instantli, thru the rents in the calico, apperd a hwiter fabric, thru rents in hwich apperd the ebun blacnes ov her bledin hid. A furius surj she med tu burst lus from the flor the set in frunt ov her and tu ecstricat herself from mi grasp. The loud crecin hwich attended her surjin effort and the shoc communicated tu the flor, cozd meni tu fer that she, in the necst effort, mit burst from the flor the fasenin hwich held the desc in ples, and then be in condishun for a fist fit, a ruf scwobbul, a fandaŋgo or for sum muvment hwich mit involv

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ol thre ev thez. But, so forsibli and in such cwic sucesshun, fel the sharp, stiŋiŋ hwacs ev the meni spraŋgulz that, for an instant, she relacst her efforts, apparentli tu realiz hwet wez goiŋ on. Then faster and severer fel the hwacs.—She snorted, she stampt, she flincht, from sid tu sid she hitcht, up and doun she bounst, her sholderz she vigorusli shuc and, sev her hed,—hwich I firmli held sidwiz doun over the edj ev the desc, betwen it and the necst wun,—everi part ev her bodi she set in the fersest ajitashun, until, apparentli tird ev so much muvment, for an instant, she mor cwiet grod. But, stil, severli fel the hwacs. Then, az if determind, bi grat effort, tu burst the desc from the flor, she semd tu summun ol her strenth tu wun grat, desisiv effort; then, pushiŋ agenst the desc, with mit and men, she lifted, surjd and hevd from sid tu sid until, bacward and forward and from sid tu sid, the desc muvd until everi nel in it wez trid. The crecin ev the muviŋ joints wez alarmiŋ. The fors with hwich she muvd her hed and the ecstent tu hwich she muvd it from sid tu sid, thretend tu tar the har from the scalp and thus rales her from mi grasp. Tu mec the best ev the oppertuniti, I wez intent. So, if possibul, harder and mor deliberatli fel the laseratiŋ hwacs until, temporarili, she mor cwiet grod. But, onli for an instant. Then, her tactics she chanjd; and, in uther wez, tu ecstricat herself she med streŋ efforts; tu get her handz in such a pozishun that she cud sez the hand hwich I had so forsibli clutcht intu her topnot and with hwich, ol the hwil, I had held her hed so forsibli doun over the edj and agenst the sid ev the desc, she med a desperat effort. The hwil, hwenever and hwarever I cud, severli I applid the spraŋgulz: wider and mor numerus grod the rents in the calico and the muzlin under it, over her bac, sholderz and armz until, hwether, in sum plesez, I so mor calico, muzlin or bar, bledin hid, I cud not desid.

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Faling in her effort tu brac the grasp ov mi hand, egzosted ov strength and hoples ov sucses in ecstricating herself from her condishun, a ful, forsibul ecshalashun ov breth she hevd; a gron and a si follod; and; az tu her fat she yelded, az limp she becam az a weted rag,—so limp, inded, that I woz alarmd. But, just then, in me the status ov thing chanjd. Up intu mi nostrilz assended a volum ov that odor peculiar tu the African in distres, so goling, so nosheating, that the stench ov it wel ni stifuld me. Az I sest tu pli the lashez, I woz oblijd tu turn mi fas awa, az far az I cud, tu get a littul fresh ar. U! Goling, chocing, stifling, woz that fogo; and then thar woz so much ov it; and thar semd tu be no wa tu get awa from it. I realli ferd that it wud wilt me. In fact, just then, I cwestyund hwich woz in the wurst condishun—the wench or I.

Az Sal sloli razd her hed from the sid ov the desc, she forsibli hevd a puf ov breth, wipt her noz and fas with her aprun, luct piteusli up intu mi fas, then wipt a littul mor and turnd her hed sloli around tu se hou stud thing upon the fasez ov thoz hu wer lucing at her. Az she so the pitiing, simpathizing ecspreshunz on the fasez ov sum, demur and complesent she luct; but, az she so the jubilant grinz on the fasez ov sum utherz, mad she luct: at the sit ov them, her big lips everted, her iz flasht, her vigor returnd, her fram becam tens and her ecspreshun, furius and thretening: inded, her apperans boded retaliashun upon eniwun hu dard tu laf at her in that pitiabul plit and, az a consecwens, ov thoz hu better nod her, mor serius becam the vizaj ov ech.

Az the sen ended, sun Sal and everiwun els in the sculrum becam cwiet and attentiv tu biznes.

Tho, for the tim, Sal woz coerst, she woz not subdud, nor even dismad, az eniwun me lern from the secwel.

Hwen I had tim tu reflect, I thot the job dun woz not a credit tu me; in fact, I felt a littul ashamd that, in that

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nis, wel regulated scul, at the veri beginiŋ, I had incurd so serius a brez with a big wench,—until, in the eveniŋ, wun ev the trustez cold upon me tu lern the particularz in the ces and tu inform me with hwet cind ev a persun I had bin deliŋ. Hiz descripshun ev her wez, I thinc, about az bad az he cud mec it; for, I never so that the wench wez such a desperado az he reprezented her tu be; and sertinli, she wez net haf so danjerus. In hiz statments, he commended the cors hwich I had tacen and ecsprest a hop that, with her, nuthiŋ ev the cind wud agen happen. Hiz vizit sumhwet relevd me,—espeshalli, in that respect in hwich it shod hiz clos attenshun tu hwet wez pasiŋ in the scul, and a dispozishun tu del farli in matterz ev dissiplin. But, hiz hops wer net realizd; that hwipiŋ did net cur Sal.

Az sun az an oppertuniti prezented, the big boiz tezd her becoz she had incurd so sever a flogiŋ and becoz, after so much bostiŋ respectiŋ hwet she wud du tu the master hu attempted tu fors her tu obe, she had shod so much gladnes hwen she wez abul tu rez her hed out from betwen thoz descs, tu lern that net mor than haf her har had bin puld lus from her scalp and that net mor than haf the clothz had bin switcht from her bac. The repli wez that, in the conflict, she did net hav a far chans; that the master tuc advantej ev sircumstansez; that she wud yet sho both them and the master hwet she cud du.

Ov ol ev this, I wez ignorant; yet the choc in her iz and the stelthful wetch hwich she cept ev me, wornd me that, at sum tim, I mit ecspect anuther engejment—wun in hwich desperat efforts wud be med. Nor wez the tim ev this engejment leŋ deled. Befor the sorz on her bac had fulli held, she provoct a reuziŋ laf in hwich, apparentli, ol in the sculrum acted a part. Without seremoni, I ped mi respects tu her in a veri desided wa. In mi hand wez the larj ruler hwich wez yuzd upon the blacbord bi thoz

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studiiŋ jeometri, trigonometri and uther subjects recwiriŋ the yus ov ruler and craun. Cwicli I stept doun from the restrum intu the ɨl and, with mezhurd steps, an intens ecspreshun and a determind ar, I advanst toward her. Az the pupilz so the apperans ov thiŋz, silens instantli perveded the rum and meni ov the larjer wunz blancht tu lethean pelnes. But she, in an ecwivocal mud and with a most hideus grimes, wez stariŋ me in the fes, until she determind that the tim wez at hand tu prepar for acshun. Az she began tu riz from her set and tu hesen intu the ɨl, with mi left hand I firmli and forsibli clutcht intu the bulciest part ov her tepnot, cwicli and forsibli drod her forward and dounward over the desc in frunt ov her until her fes luct doun betwen that desc and the desc in frunt ov it, and, suner than her fes recht the loest point tu hwich it desended, the hevi hwacs ov the big ruler fel cwic and fast upon eni part hwich wez prominent. At wuns, vehementli she ecsersizd her memberz. Herculeanli she strugguld tu liberat herself. Everi possibul effort she med tu lus herself from mi grasp. She surjd, pusht, puld, twisted, muvd from sid tu sid, struc, cict and scratcht; but, eni ov the egzershunz she med affected me les than the ecshaleshun ov that Africanic odor ov hwich the hwil she semd tu be perfectli redolent; that did, at timz, wel ni choc me.

The grat egzershunz med in bounsiŋ, surjiŋ, pushiŋ and puliŋ, tu ecstricat herself from thoz thiŋz hwich encumberd her, in tim, egzosted her strenth and renderd her condishun tractabul. At wuns, she, tho reluctantli, becam dosil and amenabul tu tretment. Tharupon, the pel fesez ov sum ov the trembliŋ pupilz rezumd thar wunted culor and jeneral cwietud and an ecspreshun ov uncondishund obediens agen rend. Ided, duriŋ the remender ov that afternun, the wonts ov eni pupil wer fu and ezili satisfid.

But even this sever tretment did not cur her. A plan

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tu hav an engejment with me awe from the entangulment ev sets and benchez, she devizd—an engejment in hwich she cud hav fre seling, az she frezd it tu the pupilz ev the scul. Hwil arrenjments wer mecing, wun de, az she stud in the corridor in frunt ev mi desc resiting grammar, I notist sum peculiaritiz ev mud and jestur hwich I regarded bodinz ev trubul. Olso, I notist sum unezines in meni fun-licing boiz, and sum significant, mischif-boding glansez pasing amung the larjer girlz. Sun the resitashun muvd badli; sun it wez wurs; then follod a shed ev insolens hwich, at wuns, I notist and hwich, at wuns, brot forth a sever remarc. Cwicli her iz flasht for, the larj eres ev choc in them semd tu be at hwit het, her lips everted, her teth fersli shod thar ivori hwitnes and her hol countenans bemd furi. At that instant, I wez standing between mi desc and the wol, with Smiths grammar in mi hand. Cwicer than she cud muv from her pozishun round the desc tu grappul with me, I clutcht mi left hand intu her flesi locs, forsibli drod her hed acros the desc toward me, and brot the pam ev mi rit hand agenst the sid ev her hed with a fors hwich, az she related tu the pupilz, med starz apper tu her iz and the riging ev huj belz sound in her erz. No tim wez lost. She surjd, puld, pusht, struc, scrambuld and did hwetever els she cud, tu ecstricat herself from mi grasp and tu get intu a pozishun in hwich she cud grappul with me. The hwil, I veri forsibli drod her up agenst the desc hwich wez betwen us, drod her hed over the surfes ev the desc az far az I cud and continud tu forsibli pli the pam ev mi hand tu the rejun ev her er and els hwar, az oppertuniti prezented, until from the egzostyun rezulting from the egzershun she med and the concushun she sustend from the hevi hwacs upon the er, she becam so limp that it wez difficult tu hold her up. Hwen I lust mi grasp, she fel upon the flor—curd, I thinc, ev ol dezir tu hav trubul-mecing engejments with me. Tharafter, Sal

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wez amenabul tu tretment and az complesent az an American sitizen ev Africanic desent cud be. Thuroli devoted tu her studiz, attentiv tu ol appeintments az a pupil, she progrest in the lin ev educeshun az rapidli az eni ev her cind ever du.

Upon uther refractori memberz ev the scul, the holsumnes ev the wurc ecshibited in thus setliŋ affarz with Sal, ned net be told. Nowun, duriŋ that term, shod a dezir tu accwir notoriseti in incuriŋ hwet mit fello disobediens en thonz part or displezhur en min.

Hwen April cam and the larjer beiz gav ples tu the leser attendants upon instrucshun and such larjer girlz az attended scul onli duriŋ the spriŋ, summer and otumnal munths, the pleground, in the mornin and duriŋ resesez, sun becam vocal with merri veisez and the wudbirdz seŋ. Sev for smol beiz and a smol girl, the scul consisted ev girlz ranjiŋ in ej frem twelv tu twentitu yerz. Without ecsepshun, britnes, aptnes tu lern, and a dezir tu no, caracterizd everi member. A happi scul wer we. In eur studiz ech found much plezhur,—so much so that the most ev the tim alloted tu sport and tu recreashunz, wez spent in the accwizishun ev sum form ev neledj, or in dissiplin in sum lin hwich tended espeshalli tu develop the esthetic and tu enrich the soshal pouerz.

Oltho thar wez no clas in betani, a fu comments beiŋ med upon the structur, fiteloji and flouriŋ ev sum spesimenz ev wild flouerz brot me az bucez bi the urchinz, and ev sum cultivated plants in bucez brot me bi the larjer girlz, a livli interest in the anatomi, fizioloji and classificeshun ev plants fellod, and sun ol, frem the yuŋgest tu the oldest, nod hwar grod the puccun (*Sanguinaria Canadensis*), the spriŋ buti (*Claytonia Virginica*), the wind flouer (*Anemone thalictroides* and *A. nemorosa*), the liverwurt (*Hepatica triloba*), and hwar *Erythronium Americanum* rezd thonz modest fulvid hed. A dissecshun ev sum ev thez, ev

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the flouerz ov the red mapul (*Acer rubrum*) and ov the daffi-doun-dilli (*Narcissus Pseudo-narcissus*), and sum instrucshun given in the jeneral prinsipulz ov classificashun and nomenclatur, awecend an interest in the histori ov plants, hwich increst az the sezun advanst and flouering plants becam mor numerus. Sun, during resesez and befor and after scul, the hunting ov wild flouerz becam the most prominent emploiment ov the lezhur moments ov meni—espeshalli ov the girlz. Az the sezun invited the several speshez, at the appointed tim, tu open the bud and tu unfold the petalz tu gras the forest, the medo, the lon and the wasid, spesimenz wer brot, dissecshunz wer mad, peculiaritiz ov ech wer noted and the botanic nam wez assertand. Az a noledj ov facts respecting plants increst, interest in the studi ov wild flouerz depend and an ardor tu lern the prinsipulz ov botani actuated meni tu spend much ov thar lezhur ov the resesez, ov the tim befor scul and ov the tim after scul, in gathering, dissecting, and lerning the namz ov, such plants az the cud find. So, in the cors ov the sezun, from the tiniest flouering plant hwich crept upon the ground tu the statli oc, huz huj bouz wer the chef elements hwich shaded our plaground,* fu plants thar wer

* Hwen the sculhous erected in 1810, had servd its turn, upon the sit upon hwich the first bilding stud, a nu wun wez erected hwich did servis until the summer ov 1852, hwen increasing interest in educashun and neborhud prid actuated the sitizenz ov the district tu erect a bilding hwich mit be an ornament tu the neborhud and, in everi wa, properli arranjd tu fasilitat the best wurc ov the techerz art. Enviruning the old bilding on the north and est, wez a grov—a virjin forest ov tol hicoriz, larj mapulz and huj ocs, beneth hwich and around hwich, her and thar, wer slit groths ov azaleaz, viburnumz, gelussaciaz and the wild spireaz. In ecstent, it wez about sics acerz, undulating and graesful. From the rod leding tu Flemingtun, it stretcht estward tu the bank ov that butiful tributari ov the Neshanic nod az Welnut rivulet, a distans ov about 300 yardz; from the rod hwich ecstendz tu Ravil, it ecstended northward about 100 yardz, tu a tild feld. In the seuthwest angul ov this butiful forest, upon a sit ner 200 fet est ov the Flemingtun rod and ner 150 fet north ov the Ravil rod, the erected the nu bilding. In the wurc, no panz wer spard. Bi the best ov wurcmen, the best ov material wez yuzd, from the laing ov the first ston ov the foundashun tu the applicashun ov the last cot ov pent.

Oltho the district wez incorporated and, az a consecwens, the cost ov bilding

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hwich escapt thar notis, if, inded, tu them the did not yeld thar namz and the misteriz ov thar livz.

Nor wez thar wontiŋ an interest in cultivated plants. In erli spriŋ, an abundans the brot ov the daffodil, the hiasinth, the bledi ŋ hart and the columbin with its curius corella and its saccat petalz. Thar descs wer dect with flouerz, the windoz wer set with bucez, garlandz ov flouerz huŋ from pinz driven intu the wol, festunz huŋ over the dorwe, rethz dect the pinz driven from hwich tu suspend charts, maps and uther yutensilz for techiŋ, and hwetever els thar wez in or about the rum hwich cud be dect with flouerz, wez occupid bi such chois speshez az the pupilz desided tu ples thar.

From the erliest tim ov flouerz, upon the campus ner the sculhous, cud be sen armfulz ov plants and branchez

mit hav bin razd bi tacsashun, thoz most activ in the educashun ov the children ov the neborhud, preferd tu defra the ecspensez bi voluntari contribushunz. In prosecutiŋ the wurc, the trustez ov the district, G. M. Serjent, D. Bishup Cul and J. Higginz Cul, servd az the bildiŋ committe. Oltho the began the erecshun ov the bildiŋ lat in the spriŋ, the completed the wurc so cwicli that Mis Sara Vurhez, hu wez engejd tu tech duriŋ the spriŋ and summer munths, completed her last term in the nu bildiŋ.

The bildiŋ iz 20x30 fet. In arcitectur, it iz net, substanshal and artistic. Hwen erected, it wez regarded a medel sculhous. It wez the first ov its cind in this counti — the wun after the pattern ov hwich so meni in the counti hav bin bilt — the first ov hwich wez the wun at Recteun; necst, the wun at Ravil. Inded, so completli duz the fashun ov this bildiŋ anser ol the recwirments ov an idial sculhous that, in eni ov the wun-stori bildiŋz erected sins 1852, apper onli slit modificashunz ov the prinsipulz hwich egzist in this.

In maciŋ ampul provizhunz for ol and in maciŋ convaniensez for the cumforts ov techerz and pupilz, fu thiŋz, in erectiŋ this edifis, wer ether overluct or neglected. Tu provid woter for driŋciŋ and bathiŋ, in a seller, med under the rer part ov the bildiŋ, ampul and convenient in appointments, and supplid with ol nedful yutensilz, wez bilt a speshus sistern from hwich woter wez dron bi menz ov a chan pump. At eni tim hwen proper tu du so, in this seller, or bi the sid ov the dor ov this seller, the pupilz enjoid the lucsuriz ov a thuro cul weshiŋ ov handz and fes. But, in the het wether in summer, hwen pupilz returnd from pla tu wurc in the sculrum, did this provizhun for the cumforts ov the pupilz pruv the most benefishal. Inded, the riŋiŋ ov the bel at the openiŋ ov the afternun seshun wez regarded rather a col tu the seller tu perform the wurc ov a thuro weshiŋ ov handz and fes prior tu enteriŋ the sculrum than a direct col tu bucs. And, fu inded wer the pupilz hu, at the sistern did net enjoi the lucsuri ov a thuro abluŋshun, and a culiŋ refreshiŋ driŋc. Inded,

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leden with flouerz,—wild and cultivated. Bouz ov the *benzoin odoriferum* berrid in thar yello blum wer abundantli brot; and pilz ov azaleaz and armfulz ov spireaz and heps ov *viburnum lentago*, wer stord upon an area clend—scrept, swept, and sircumicribd bi a brod, wel beten path—and cept az a depozitori ov flouerz from hwich, at convenient sezunz, bucaz, garlandz, rethz, and the lic, mit be rot; or az a stoc from hwich eniwun mit dro spesimenz for dissecshun or for prezerveshun. Later in the sezun, heren wer pilz ov blossuming bouz ov the pech, par, plum, appul, cwins, cherri; ov the lilac and the snobol; ov the lobelia, the sculcap and the mountin mint;

ov ol hwich wez dun for the cumforts ov tscherz and pupilz, and tu promot the esthetic element in jeneral, no uther thing effected so much. Hwet I her obzervd respecting the salutari effect ov fre ablushunz after protracted pla ether in hot or in cold wether, or in eni cas in hwich ablushunz ar nseded, mecs me wel no that the district sculheus, or uther bilding for the tsching ov pupilz ov the aj hwich communli attend the district scul, not provided with the menz for thuro ablushunz and an abundunt supplii ov gud, holsum, cul, refreshing dringing woter, iz seriusli lacing in an element hwich mor than ol utherz promots helth, clenlines and the esthetic element.

At mi advent az a tscher, this littul bilding, snugguld in a wudz, bac from the rod, prezented an apperans impozing and inviting. The gabul hwich luct southestward beneth the spreding bouz ov the larj trez hwich closli envirund it, fast the rod hwich ecstendz tu Revil. The massiv celumz ov the portico, supporting a hevi, ornet entablatur; the hevi projecting cornis scirting the evz ov the ruf; the spashus piazza; the artisticli finisht dubul dorz and the Arcadian environments ov the bilding, happili blended tu mec a spectacul hwich feld not tu delit ol hu pezzest gud tast and wer satisfid with rural senz. Nor wez this cumli assemblej ov gud thingz wonting appreshiashun. The district sculheus and hwet pertend thartu, wez the prid ov the neborhud; and a them hwich engrost the mind ov ol, wez the condishun ov the scul.

The seneri from the bilding and from the greundz hwich envirund it, wez delitful. Out ov the windoz ov the est sid, we luct, in summer, intu the dep, cul, inviting shed—a silvan sen; from the portico, we luct southestward beneth the bouz ov the big trez, out over fertil feldz, bits ov forest, cozi farmstedz and hwetever els formd factorz in this delitful landscap; from the sem sit, southwestward we so the fertil feldz ov the redshal valli, bounded onli bi the azhur ov distans. From the clerd area on hwich the old sculheus stud, we luct northwestward and westward tu and beyend that ridj hwich form the breu ov that grasfulli curving upland hwich we col the plato ov Hunterdun counti,—in the morning, overarcht bi the seruleen volt ov dentiest hu; at nun, bi the sci ov purest, depest blu; in the svening, overmantuld bi cloudz ov gorjus huz. Than from this point, hardli mor delitful cud be sci, az we gazd upon the seting sun.

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ev the wild rozez (*Rosa lucida* and *R. Carolina*), viing in buti and attractivnes with thar cuzinz hu had enjeid the nisest cultur. The fetheri rasemz ev the *cimicifuga racemosa* found a plas her bi the sid ev the shoi *desmodium paniculatum* hwich so sun develops thonz fleuerz intu thoz disagreabul pedz nod az beggar lis. And hwen, in etum, cam the goldenred and the asterz—hwit, blu and purpul—hier and hier grod the pilz, til the hol area wez eccupid and, az an addishunal depezitori, a nu sit wez prepard.

Tu vizit sits at hwich the found cheis spesimenz, er tu not peculiaritiz ev groing plants, ⸸ wez efen invited tu tec, with the pupilz, a wec, hwich, az a rul, pruvd plezant and endering—during hwich efen eccurd senz and insidents happi and sol-inspiring—thingz never tu be forget.

Tu dissect and tu tec about the plants dissected, eccupid much ev the tim ev the morning and the afternun reses and, sumtimz, much ev the long reses—tu eurz long, from the middul ev Me til the middul ev Ogust—at nun.

With the fas turnd in eni uther direcshun, we luct intu the dep shedz ev the delitful forest,—a charmful ranj for el hu delited in a silvan rambul, in wecing in grovz, in leitering in murci dep-shaded retrets, er in plaing in cul shedz, er in frelicing hwar the sun shedz net hiz parching raz and hwar zefir ever culz and refreshez with her jentul brez.

Sev in a fu smel, humid areaz, during the meist wether ev erli spring, everihwar this forest wez delitful and inviting tu el pupilz hu wer pensiv enuf tu enjei Arcadian welth. So, at reses, espeshalli in spring, summer and etum, sun the sculheus wez dezerted and, upon favord spets in the forest, in grups, wer gatherd the pupilz ev the scul; er, in beviz, roving in cwest ev fleuerz, the wer; er, collecting levz ev curius sheps and attractiv marcingz; er, collecting levz dappuld with the fantastic huz ev etum; er, gathering the nuts and fruts in the sezun ev ripening; er, obzerving the cwic muvments ev the shi, harmles nut, er, the slugish moshunz ev the slo, croling snel; er, upon the bangc ev the rivulet, wetching the swift muvments ev the finni tribz, the wigling muvments ev the curius tadpol, the long beundingz ev the leping freg, the ecward muvments ev the shi turtul; er, pensivli gazing upon the limpid weterz ev the purling strem. Then, if, far bac frem the dep shedz cam seundz startling—wild shrecs accumpanid with harti lafter and merri halluz, perhaps sum curejus beiz, tu relev the monetoni ev the moment, tu creat a littul merriment, er tu reuz tu hilariti, had waded intu the strem tu reut a lurcing wetersnec frem thonz hidingples; er, having capturd thon, had carrid thon tu the bangc, tu displa tu such girlz az mit attend the ecshibit, the butiz and the misteriz ev thonz snecship.

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And yet this wurc in botani did not absorb ol ov our spar tim nor mac us oblivius ov ol els hwich promots the esthetic and macs the welbred student handi in the art ov entertaniŋ. Beneth the culiŋ shed ov the dens forest, upon rud sets bilt bi the handz ov the techer and the pupilz, we sat tu red aloud and in the most artistic we, the finer pesez in our scul rederz and tu comment upon and tu critisiz such parts az semd tu pozzes espeshal merit; or a selecshun from sum famus othor; or, perhaps, sum wel finisht poem or sum elegant proz ov sum current magazen. Inded, in this pursut, the interest ov the pupilz wez not les than the interest tacen in the studi ov wild flouerz. And, in thez engejments, veri commendabul efforts wer med bi meni; and veri commendabul, veri prezwurthi, wer the rezults ov thoz out-ov-dorz—thoz reses—thoz platim—ecsersizez ov ol hu engejd in them; and lastiŋ and benefishal haz bin the cultur hwich, so loŋ ago, the herin gend.

So, plezantli and profitabli past the munths ov spriŋ, summer and erli otum awe; but, let in the fol and erli in the winter, larj beiz began tu tec the ples ov thoz hu wer thot tu be tu yuŋ or tu tender tu bruc the cold and chanjful wether ov winter, in cumiŋ tu and goiŋ from scul.

Amuŋ thez larj beiz wer a fu hu, duriŋ the summer, hwil engejd in wurc bi the sid ov rufer wurcmen, had retrograded a del and had folen intu practisez not consonant with the wez in vog in the scul. Bi contact with the rufer sort, the depraviti innet in them had resevd cultur and, with the groth ov depravd elements rezultant tharfrom, ech had accwird a distest for the wez ov thoz mor refind and an unwiliŋnes tu practis the mannerz, and tu be subject tu the treniŋ, current in the scul. In short, in a fu ov them, the beser elements had gend assendensi and had asserted the rit tu rul and a determineshun tu du so. Accordiŋli, hwen thez returnd tu scul, the most dariŋ ov

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them attempted, bi an engejment with the techer, tu determin hwether everiwun must be subject tu that (tu him and hiz ilc) offensiv rezhem so implisitli obed bi ol thoz hu went tu scul tu be trend in the niser thiŋz hwich ar nesessari tu develop in the sitizen, pur test, refind mannerz and polisht bariŋ. So, at the col ev the clas in arithmetic ev hwich he woz a part, he remend in hiz set. Hwen asct hwi he did not apper in lin with the uther memberz ev the clas, he sumhwet insolentli replid that he did not intend tu resit with thoz ev that clas. Hwen asct the rezun hwi, he offensivli replid that he did not cum tu scul tu resit with a clas and tu du ol hwich memberz ev a clas wer recwird tu du; that he cem tu scul tu lern and that, in scul, he cud lern enuf tu anser ol hiz endz without duiŋ so much blacbord wurc and performiŋ so much uther wurc recwird ev memberz ev a clas. Suner than he had finisht that statment in hwich he set forth that he cem tu scul tu lern, I woz desendiŋ from the restrum intu the il hwich ecstended bi the set in hwich he sat and advansiŋ toward him with pozitiv luc and determind men, tu help him in the accwizishun ev sum noledj hwich I nod wud be far mor valuabul tu him than that hwich he stated he had cum tu scul tu lern. Az he so that I woz in ernest and that he woz about tu be dragd from hiz set and plest in the lin with the utherz in the clas, he brest himself firmli in the set so that, if possibul, I shud not be abul tu lus hiz hold nor dro him from hiz set intu the il. He woz drest in a nu sut ev hevi winter clothiŋ—the leŋ sac cot, pants and vest ev hwich wer med ev that streŋ, hevi fabric cold satinet. In preparashun for the engejment intu hwich he ecspected tu enter, he had buttund hiz cot from scirt tu collar. Hiz buts wer larj and the solz ev them wer hevi enuf tu du dedli wurc in the act ev ciciŋ, for hwich he had a reputeshun. At wuns, firmli and forsibli, I clutcht intu the collar ev that hevi cot and vest

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and, with a surj, so forsibl plid tracshun tu hiz garments that, at wuns, the set upon hwich he sat and the desc in frunt ev him and tu hwich, with mit and men, he wez holdiŋ, erect and serecht amaziŋli, and the buttunz from hiz cot and vest flu everi hwich we acres the sculrum,—sum hitiŋ the seliŋ; utherz, the windoz in the eppozit sid ev the rum; and stil utherz, the memberz ev the clas tu hwich he beleŋd, and with hwich he sun found himself standiŋ. Az the buttunz yelded, hiz cot and vest assended—cutiŋ him severli in the armpits and bewilderiŋ him, bi slidiŋ up over hiz hed,—til hiz hold yelded and thez elements ev hiz dres wer stript from him. Instantli, with mi left hand, ⊕ firmli grasp hiz arm nerest me ner the sholder; az cwicli and az forsibli, the fiŋgerz ev mi rit hand found hold neth the aŋgul ev the loer jo ev the eppozit sid ev hiz hed; then, surjiŋli, with a lateral muvment, he wez so forsibli and so cwicli stript from hiz pozishun between the set upon hwich he sat and the desc in frunt ev him, that the nelz ev sum ev the fiŋgerz with hwich he held tu hiz set and desc, wer brocen, and hiz hips and legz, az the past the narro entrans intu the il, wer badli bruzd. But no tim wez thar tu li upon the flor in the il. Hwar the handhold wez best, regardles ev sit, situeshun or member, thar he wez sezd, dragd tu the clas, and stud in the lin; and thar he sted until the end ev the resitesshun, netwithstandiŋ the fact that the intermittent ropi strem ev slaver and blud hwich flod from hiz noz and meuth, hiz erect, brisliŋ har, hiz tumid feturz and torn, seild garments, indicated grev nedz ev ablushunz, embrocashunz, the soiŋ ev rents and the clenziŋ ev garments.

Tharafter, at the col ev a clas, no member tharev leŋ dallid; he, espeshalli, wez redi tu cum, and muvd in the rit direcshun az erli az thon hu med redi tu be the first hu cam.

The caracter hu gev ris tu this sen, wez a rugged,

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hevi lad about sicsten yerz old. The cors he pursud had, deutles, resevd encurejment frem hiz parents az wel az frem the rufs with hum he had toct. Hiz father—a man hu despizd cultur—sum munths befor I becam master ev the scul, bi a facshun in the district hu oppozd the techiŋ ev the hier branchez ev lerniŋ in the district scul, had bin elected a member ev the bord ev trustez. Oltho the anti-dissiplin facshun wez much les in numberz, at the metiŋ at hwich he wez elected, for sum rezun, veri fu ev the supporterz ev hier lerniŋ wer prezent. The elecshun ev this member ev the bord establisht a beginiŋ ev difficultiz hwich, sun after the ecspireshun ev the term duriŋ hwich I servd, culminated in a retrogred muvment hwich, in the cors ev events, loerd the status ev this scul tu a level with the averej ev sculz in the counti.

Amuŋ the nu pupilz hu cam in at this tim, wer larj beiz hu, duriŋ the spriŋ and summer, had muvd frem uther neborhudz intu this district tu secur wurc upen the farmz az leŋ az the wether fevord outdor emploiment, and tu attend scul duriŋ the munths ev winter. Unlic thoz hu had bin born and rerd in the district, and dissiplind bi the masterz hu had tot this scul, the lact that informeshun hwich iz gend bi attendiŋ a gud scul, and wer ruf, uncuth, and wontiŋ in the mannerz hwich caracteizd the pupilz then in the scul. Oltho the dezird tu attend scul, tu pic up hwet the cud, ech in hiz on we, the despizd the dissiplin ev hwich the herd so much, and the cultur ev thoz attendiŋ scul, ev hwich the herd mor and ev hwich the so net a littul. Accordiŋli, in ecschenjiŋ sentiments respectiŋ the status and the conduct ev thoz in scul, and hwet shud be the conduct ev ech ev them hwen the becam pupilz, the desided that the wud net sacrifiz thar rits tu be rud and tu indulj in the mannerz agreabul tu them; that, az the did net go tu scul tu be polisht—az the dezird onli neledj enuf tu enabul them tu red, rit and sifer wel and tu esp

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thar accounts, tu gan hwet the sot wez, tu them, not wurth the sacrifiz ev thoz cumforts hwich ech wud ned tu forgo tu follo the regulashunz prescribd for thoz hu dezird a hier educeshun and hu sot tu acewir polisht mannerz; that, if uther larj beiz wer wiliŋ tu be subjected tu rijid dissiplin and tu hard studi, in order that the mit be fited for the enjoiment ev refind thiŋz and for the hier steshunz in sosieti, thar cud be found no gud rezun hwi the hu wer content with thar steshunz in sosieti, and ecspected tu be onli clodhoperz and the rufer sort ev foes, shud be forst tu du hwet tended tu mec ev them hwet the did not wish tu be; that, in ces the master attempted tu fors them tu pursu eni cors ev instrueshun or eni cors ev dissiplin not appruvd bi them, the wud rebel and in the worfar hwich mit follo, ech wud help the utherz. Accordiŋli, hwen thez larj beiz enterd scul, trubul began hwich cwicli led tu the inflicshun ev punishment sever enuf tu coers the most refractori, compel obediens, menten order and inshur a redi complians with enithiŋ hwich wez recwird ev eniwun, however larj or however streŋ he had grod.

The wurst ev thez rufhun felloz wez wun about eten yerz old, sumhwet precoshus, brod and muscular. He wez regarded streŋ and had a reputeshun for activiti and for sucses in ol the engejments in hwich thez elements premist most. Ov cors, with a tol, slender techer hu wed les than a hundred poundz, he antisipeted, at the most, a short tussul and a complet victori. Accordiŋli, after enteriŋ the scul, he and hiz accomplisez so conducted affarz that a conflict happend veri sun. Hwen advizd tu tec hiz ples in a sertin clas, he insolentli refuzd. Just then, nuthiŋ mor wez sed. It wez ner the tim tu dismis the scul. Befor dismisiŋ the utherz, I recwird him tu remen a hwil with me; and, tu mec hiz ste sertin, hwen I dismist the scul, I wez standiŋ ner the dor—a sircumstans hwich areuzd in the fello ol the determineshun tu disobe, and ol

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the fitiŋ element, he pozzest. Evidentli he thot hiz chansez wud be better, shud he remen in hiz set until ol utherz wer gon. At the lest, he remend and at wuns began tu prepar for the conflict. Seremoniz and statments wer fu and bref. Sun he woz orderd tu dro hiz cot preparatori tu the resevin ev a flegiŋ. Promptli he replid that he wud not dro hiz cot tu be hwipt bi eni man. Hwil maciŋ this statment, he attempted tu secur a stic ev fir wud from a pil cwit within hiz rech. But, az he bent tu rech the stic, I sezd him bi the collar, forsibli rezd him tu hiz fet, and then, with a trip and a surj, feld him upon the flor ev the il so hevili that the windo sashez rattuld. Mi fut fel upon hiz nec securli enuf tu hold hiz hed upon the flor hwil I, with mor fors and cwicnes than nisseti and regard for hiz clothiŋ, stript cot and vest from him and put him in a condishun in no respect agreabul or glorius tu him. With fors and cwicnes; I rezd him tu hiz fet, delt him a hwipiŋ hwich he wil never forget and then orderd him tu don vest, cot and hat, and prepar tu lev the hous. Hwen thez thiŋz he had dun, I orderd him tu gather hiz bucs and hwotever els ev scul ecwipments he pozzest—hwich, az wel az he cud in hiz egzosted condishun, he did in a veri dosil manner. I led him, with bucs in hand, thru the dorwe, over the porch, thru the campus, tu the rod, hwarat I informd him that he no loŋger had a ples in the scul. Cwietli and sloli he woct doun the rod—in a mud mor pensiv, I dout not, than he had ever bin befor. The folloiŋ mornin, tu mi surpriz, amuŋ thoz hu cam first tu scul, apperd he huz bac woz sor from the hwipiŋ I had delt him and huz nec ecshibited patchez from hwich the scin woz abraded bi the sol ev mi shu. In hiz armz wer mor bucs and peperz than he had carrid awa with him the nit befor. Az he stept upon the porch, he luct thru the open dor and cold tu me tu cum tu him az he wisht tu toc with me. Az I stud besid him on the porch, he veri

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penitentli apelojizd for hiz conduct ev the evenig befor, stated that he thot that I had treted him az I ot tu tret eniwun hu offended a sculmaster az he had, sed that he dezird an opportuniti tu lern, and aset me tu agen admit him tu the scul. No condishunz wer stated. Promptli I replid that I wud. He plest hiz bucs in the desc assind him and proseded not onli tu studi but also tu implisitili obe in everi particular. In hiz studiz, he progrest; in ol thigz relatig tu scul, he impruvd. In fact, then began, az I hav herd him stet, that reformeshun in hiz caracter and that accwizishun ev lernig and that development ev mannerz hwich ar found onli in the wel dissiplind man, and hwich med him a sitizen so wurthi that fu spec ev him ecsept in termz ev prez.

Utherz thar wer hu, accordig tu thar dezerts, wer handuld even mor rufli. Inded, eni difficulti wez cwicli and uncompromizigli settuld, however much hid, blud or clothz it cost, and we wer a happi, cwiet, prosperus scul. Sun everi set wez fild. Then ecstra sets wer supplid—tho in the district wer scarsli haf enuf pupilz hu cud attend scul in the winter, tu occupi the sets. With thoz from beyond the limits ev the district, thar wez no difficulti. The cam tu lern the contents ev bucs and our wez ev duig thigz; and at thez tu thigz, the wer ever emploid.

I ot not tu neglect tu stet a remembrans hwich, ofen, in peculiar wez, affordz me moments ev plezhur. At that tim, laborig in the neborhud, wez a man limited in intellectual capasiti and lacs in attenshunz tu condishunz ev hiz bodi and clothig. He wez twentifhre yerz ev aj—the sun ev parents hu had aten children, several ev hum wer febul minded and nusansez tu eni communiti in hwich the chanst tu muv,—a tip ev hum, az she rovd over the cuntri, carriig a child on her arm and ledig anuther bi the hand, begig ladanum, bred and coffe from dor tu dor, wez nod tu meni and espeshalli tu the offiserz ev the lo, az *Short-*

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and-dirti. Depravd az he wez, sumhou he dezird tu impruv bi goiŋ tu scul. So, he stated tu wun ov the trustez that he wisht tu get a littul mor lerniŋ and tu get brusht up a littul in mannerz, so az tu be a better sitizen.—In prezentiŋ the ces tu me, the truste, in the prezens ov meni, veri faseshusli stated the matter. But, the matter did not affect me az the truste ecspected. I told him that I thot I cud mec rum for the unfortunet fello and that, gladli, I wud du hwet I cud tu mec him a better sitizen, however dirti, ragged or remis he mit be.

In hiz scwelidnes, I had in hand, a ces wurs than eni I had ever sen. Ov mind, he pezzest littul. In hiz hand wez a badli worn Sandersez first reder, a copi ov Pics assistant, a shet ov fulzcap and a guscwil tu be med intu a pen. Hou tu handul the bucs and cwil, I nod veri wel; but, in the ces, the gretest ned wez that ov sop and hot woter,—first and formost, loŋ and persistentli applid; then that ov a com, a nedul, thred and sum patchez. Hens, tu secur the yus ov thez thiŋz, just then, consernd me veri gretli. However, in the matter, I sucseded. In a fu dez, hiz scin wez clen, hiz har wez comd, hiz nalz wer pard, hiz garments wer hol; and nether I nor eni ov the pupilz, ferd tu hav him tuch us or tu sit or stand bi us. At rediŋ, siferiŋ and ritiŋ we wuret, and we wuret—mostli duriŋ reses and after scul. Sloli the fello lernd tu red better, tu perform simpul preblemz in addishun, substracshun, multiplicashun and divizhun, and tu yuz hiz cwil pen in formiŋ letterz until he cud rit hiz nem. Ined, in studiiŋ and in the practis ov thoz thiŋz hwich promot persunal apperans he sun becam gretli interested and ever sins he haz bin lodabli engejd. Relijusli inclind, he sun becam a fathful attendant upon church servis and Sundescul. He ernz, duriŋ spriŋ and summer, a gud livlihud bi leboriŋ in the gardenz and yardz ov such az ned tu hir onest, fathful leborerz; and, duriŋ otum and winter, bi soiŋ wud and

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wetiŋ upon such az ned the servis ev wun hu performz hiz humbul wurc in a carful, conshienshus we. Tu ol hu dwel in the villej in hwich he livz, he iz nod az a cwiet, industrius, uprit, polit sitizen. Ofen I se him upon the stret. No happier man I met; no uther wun so respectfulli grasps me bi the hand; no wun els semz tu delit so much in teliŋ me hou he farz, hwet he duz, hwet tim he spendz in rediŋ the bibul and in rediŋ uther gud bucs, hou grat enjoiment he findz in hwet he redz, *et cetera*. Ined, I ofen wunder hwether, eni uther effort I ever med tu ed a fello in the worfar ev lif, so happili, so shurli, did hwet I hopt tu accomplish.

Net onli in the histori ev thez rud beiz iz sen the benin influens ev sever dissiplin tu promot esthetic cultur; olmost, if net cwit, without ecsepshun, a commendabul degre ev the esthetic apperz in ol hu attended that scul. But, let it net be understud that the esthetic condishun ev the scul wez holli dependent upon the treniŋ begun at mi advent; a holsum, a veri holsum, condishun ev affarz thar egzisted hwen I began tu tech. In mi wurc, I continud on that lin olredi wel establisht and from it I emd tu deviet nether tu the rit nor tu the left. Ined, ol wel nod that if I left the scul in condishun az gud az that in hwich I found it, mi reputeshun az a techer wud be wel establisht.

Ov thoz hu wer pupilz in this scul hwil I tot it, several past up tu institushunz ev hier educeshun. Seven ev them becam students at the Flemiŋtun hiscul, Flemiŋtun, N. J.; tu went tu the Van Renseller institut, Hitstoun, N. J.; wun graduated from the normal scul, Trentun, N. J.; wun attended the academi ev siens and art, Riŋgoz, N. J.; wun attended the femal collej, Bordentoun, N. J.; wun wez graduated A. B., bi the yuniversiti at Luisburg, Pa.; wun wez graduated M. D., bi the Jeneva medical collej, Jeneva, N. Y.

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CHAPTER IV.

IN THE FLEMINGTUN HIGSCUL.

Under the prinsipalship ev Jon S. Higginz, A. M., the dissiplin ev the higscul in Flemingtun, N. J., becam lacs, the frendz ev the scul dissatisfid and the patrunaj ev the scul veri gratli redust. Tu impruv the condishun ev the institushun and tu mac it mor acseptabul tu thoz hu dezird tu plas thar sunz and doterz in a scul in hwich the wud enjoi, not onli thuro instrucshun in the branchez tot, but also a holsum dissiplin in al hwich tendz tu develop virtu and esthetic elements, in 1860, Prinsipal Higginz rezolvd tu attempt tu establish holsum dissiplin and tu so widen the curriculum ev studiz az tu gratli incres its yusfulnes tu thoz hu dezird a liberal educeshun. Tu effect thez chanjez, he rezolvd tu assoshiat with himself a teacher nod tu be effishent in mantanig order and a holsum obzervans ev a decorum then in vog in the best sculz. At the sugjestyun ev sum frendz and patrunz ev the institushun, he propozd tu giv me a haf interest in al thinz relatig tu the scul and tu assoshiat me with him az a joint prinsipal. Az he ond the entir furnitur ev the scul bildig and al els hwich wez yuzd for scul purpusez, the termz ev the partnership wer ezili arrenjd, and al thinz nedful for the openig ev the bildig for the biznes ev the ensuig yer, wer, az best we cud du the wurc, sun put in order.

Hwen he intervud me preparatori tu the securig ev mi cooperesh un, tu hwot ecstent the patrunaj ev the scul had decrest, he did not stat; and respectig that element ev the matter, I card veri littul: for, mi ecspariens and obzerve-

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shun az a teacher, mad me no that hwar a gud scul iz, thar dilijent students wil go. So, thoz thingz hwich concernd me most wer, (1) a curriculum hwich, bi the rashunal methud ev teching, premist the best rezults; (2) a thuro organizeshun ev the elements hwich wud constitut our scul; (3) a dissiplin hwich wud inshur strict obedicns ev the regulashunz ev the institushun and led tu the hartiest cooperashun ev ol concernd in our ventur. In regard tu eni ev thez matterz, however, I cud form no planz until I had an ecsperiens with the elements hwich mit prezent at the opening ev the term. Az he semd tu defer ol ev thez matterz tu me, I sircumspectli wated til the opening ev the scul.

At the tim the frendz ev the hiscul sot mi ad in the manajment ev the affarz ev thar scul, I waz conducting a select scul in a part ev mi hous on Sandi ridj. Az the hous upon mi farm waz not larjer than thoz on most farmz in the neborhud, the number secing tu enter the scul waz tu grat for the accommodeshunz at mi command. Az a consecwens, for sum tim, I had bin cojitating scemz for chanjez hwich mit pruv profitabul and satisfactori tu ol concernd. In identifiing miself with the hiscul in Flemingtun, I prezumd that sum hu propozd tu enter the scul on Sandi ridj at the opening ev the term erli in September, wud apper at the scul in Flemingtun, at the opening ev the first term; utherz, hu had purpust tu enter the scul on the ridj ner the middul ev the otumnal term, mit apper, about that tim, at the dor ev the scul in Flemingtun.—In thez conjecturz, I waz disappointed onli in this—that no pupil hu had bin a student ev the scul upon the ridj or hu had purpust tu be a student in that scul, apperd at the dor ev the hiscul until the middul ev the first term—a sircumstans veri gratli tu mi advantaj, and az much tu the advantaj ev the scul in Flemingtun and tu the students from the scul on the ridj.

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In September ev 1858, the hiscul had bin muvd frem the old Episcopal church bildiŋ en Men strɛt*, tu Lisɛum hol—a tu-stori ston structur about 40 x 80 fɛt, hwich wez rɛcht bi a brod, plezant lan hwich ecstended frem a peint in Men strɛt, westward, aleŋ a lin bɛtwen Bunnelz hardwar stor en the south and the cortheus en the north, sum tu hundred yardz, tu the dor ev the bildiŋ. Aleŋ this lan (neu cold Cort strɛt), west ev the cortheus, wez net a bildiŋ. Lisɛum hol, sav thoz massiv wid ston steps bi hwich we assended tu the dor ev the bildiŋ, then stud in a wel fenst and wel tild fɛld,—tho in frunt ev hwet rɛmenz ev this structur, neu ecstendz that compactli bilt, cwiet, plezant avenu cold Nu strɛt.

The bildiŋ, vud bi lociŋ deun the lan frem Men strɛt, wez impoziŋ and attractiv. The est gabul, hwich fast the

*The Flemiŋtun hiscul wez organizd bi Rev. Mozez Heth, A. M., assisted bi hiz wif, in September, 1855, in a bildiŋ en Men strɛt, ond and wuns occupid az thar plas ev wurship, bi the Episcopalianz ev Flemiŋtun, N. J. Heth had bin prinsipal ev an acadɛmi in or nɛr Norfoc, Va. With him, frem Virjinia, cam sum students. At wuns, the scul wez wel patrunizd. But, anseriŋ a col tu prɛch, Heth rɛzind the prinsipalship ev the scul in favor ev the Rev. J. D. Merril, A.M., hu, veri effishentli, frem April, 1856 til April, 1857, conducted the affarz ev the instituŋshun, frem hwich tim til the otum ev 1858, the affarz ev the scul wer manejd bi wun A. T. Sherwin, A. M.

In the otum ev 1858, J. S. Higgins, A. M. assumd the prinsipalship ev the scul, empleiiŋ the former prinsipal, A. T. Sherwin, az hiz first assistant, hiz wif, Mrs. E. J. Higginz (*nee* Jereloman), formerli tɛcher ev muzic and pentiŋ in the Chester institut ev Merris counti, N. J., az tɛcher ev muzic and pentiŋ, hiz sister, R. A. Higginz, az tɛcher ev French, droiŋ, creuniŋ, etc., and Joanna Higginz az assistant in the primari branchez.

In the bɛginiŋ, J. S. Higginz, hwil a student in the yuniversiti ev Rechester, N. Y., submited a plan for the scul, furnisht the muni tu purches the ficsturz for the instituŋshun, and lɛst the properti for the enterpriz. So, virtualli, Higginz wez the prepagator ev the scul and the oner ev ol hwich pertand thartu. Farther, tha hu nod most about the ventur, understud that Higginz wez, in hiz cellej cors, prɛpariŋ tu be a tɛcher and that, hwen he wez graduated frem the yuniversiti, he wud assum the prinsipalship ev the instituŋshun.

Hwen Higginz wez graduated, the scul had grod tu such proporshunz that thar wer nɛdz ev accommodeshunz hwich cud net be ɛccurd bi eni modificashunz ev the old church edifis. So, tu mɛt the apparent nɛdz ev the ventur, he lɛst ev wun Hu Capner, the larj ston bildiŋ nɛr the senter ev the villaj, nod az Lisɛum hol. This he modifid for scul purpusez and in it bɛgan hiz wurc az prinsipal ev this instituŋshun.

Respectiŋ the tɛcherz art, he wez bi no menz barren ev idɛaz. Prior tu

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alli, wez a battulment in hwich buttresez and perz, in demi relef, creund with merlenz and crenelz, attracted the gezer and med the vu picturesc. The entrans wez recht bi a flit ev massiv ston steps—creund bi a platform ev wid flat stonz hwich ecstended almost frem sid tu sid ev the bildiŋ—a platform cwit larj enuf for a stilobet—a convenient ples upen hwich tu gather hwil assembliŋ for scul, tu stand tu chat, and a plezant ples frem hwich tu vu the activitiz ev thoz engejd at sports. The ornet, speshus portal, clozd bi eppoziŋ dorz, effected an ezi entrans intu the speshus vestibul, frem hwich, en the rit, we assended the starz tu the vestibul en the secund flor.

Thru a dor in the senter ev the wol hwich bounded the eppozit sid ev the vestibul en the first flor, we past intu a speshus hol, in the farther end ev hwich wez a wid plat-

enteriŋ the yuniversiti, he had veri creditabli acted az master ev a district scul; and, duriŋ hiz cors in the yuniversiti, he had yuzd wel hiz eppertunitiz tu fit himself for wurc az an educator, tu gen hwet he cud ev the art ev techiŋ and ev the modz ev organtziŋ and conductiŋ sculz. So, in the nu, speshus bildiŋ, under the prinsipalship ev so ardent a votari ev educashun, and in the manejment ev wun espeshalli fited for the conductiŋ ev the affarz ev this instituŋshun, the frendz ev the scul and the sitizenz ev the villej and visiniti ecspected a vigorus grofh ev an educashunal ventur hwich, in the cors ev events, wud surpas ol utherz ev lik grad in the stat. And, for a tim, the condishun ev the scul wez such that, in thez hops, meni wer gratli encurejd. In the wurciŋz ev the scul, the thot the witnest hwet premist tu briŋ the best rezults.

Prior tu the beginiŋ ev the Flemiŋtun hiscul, the Baptist denominashun in Nu Jerzi, aŋcshus tu establish in the stat a first clas scul ev academic gred, rezelvd that, if eni villej (suŋtabli envirund and ezi ev acses) wud raz the sum ev ten theuzand dellarz, tu be plest in the handz ev trustez, tu be yuzd in erectiŋ bildiŋz suŋtabul for scul purpusez, tu be the preperti ev, and tu be manejd bi, the Baptist denominashun, the denominashun, tu the support ev sed ventur, wud raz ten theuzand dellarz and, tu fester the instituŋshun, wud secur thartu an endoument and a jeneral patrunej. Tu Flemiŋtun, az the most suŋtabul sit ev ol the villejez in the stat, the frendz ev this muvment, luct; and, most fondli did thoz engejd in the affarz ev the Flemiŋtun hiscul hop, and most confidentli did the ecspect, that the scul hwich the wer operatiŋ wud becum the instituŋshun hwich wud resev the denominashunal support ev the stat. But, indifferens en the part ev the sitizenz ev the villej and lacsnes in the manipuleshun ev the affarz ev the scul, left the locatiŋ ev the instituŋshun tu be festerd bi the Baptist denominashun ev the stat, until the frendz ev educashun ev Hitsteun, under the ledership ev Rev. Joshua Ru, razd the ten theuzand dellarz recwird and securd the organtziŋ ev that flurishiŋ instituŋshun neu nod az Peddi institut.

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form ecstendiŋ from sid tu sid ev the rum. Larj eppoziŋ windoz in the sidz, illuminated the apartment and ampul menz for ventilesshun, renderd it wel suted tu scul purpusez. At mi advent az a techer, benchez leŋ enuf tu set fiv ech wer so fiest that a desc fasend tu the bac ev the first bench servd tu conten bucs and uther ecwipments ev students hwen not in yus, and tu be a ritiŋ tebul for thoz hu sat upon the bench bac ev it. Ev thez, arranjd in tu roz, wer enuf tu set a hundred. Seted upon them, the students fest the restrum, upon hwich woz the techerz desc and behind hwich, from sid tu sid ev the bildiŋ, woz a wid blacbord. Also, tu giv ampul spes for blacbord surfes, the wol ev the sidz ev the rum, for twenti fet, woz blacend.

Betwen the roz ev sets, the il woz speshus; and betwen the sets and the wol and betwen the sets and the restrum, the corridor woz wid. In this corridor, aleŋ the wol, wer sets tu accommodet students from the uther rumz duriŋ chapel ecsersizez, for the accommodeshun ev students duriŋ literari ecsersizez and for the accommodeshun ev vizitorz, &c., &c.; for, in this rum, the scul assembuld hwenever the several parts tharev convend for chapel ecsersizez, hwenever ecshibishunz or entertenments wer given, etc.

Upon the secund flor, the spes betwen the vestibul and the farther wol ev the bildiŋ, woz divided bi a partishun hwich ecstended parallel with the endz ev the heus. In this divizhun ev the spes ev the secund flor, this inconveniens woz incurd, that, in goiŋ tu the rum farthest from the vestibul, students and techerz wer oblijd tu pas thru the rum nerest the vestibul—an inconveniens, heuever, hwich anneid eniwun in smol degre.

The setiŋ arranjments in thez rumz differd littul from thoz in the larj rum belo. In the rum on the upper flor nerest the entrans, (after Janueri 1st, 1861, the tim at hwich the girlz and beiz agen met in the sam bildiŋ and

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resited tugether in the several clasez), Prinsipal Higginz herd resiteshunz; in the rum farther awe, the hu resited in mathematics and natural sciens, met me. Ov this rum, the wol ov the entir end ov the bildiŋ and ov the sidz, up az far az wun cud rech, wez blacend tu be yuzd az a blacbord; and, az leŋ az I occupid that apartment, it wez constantli yuzd—everi fut ov it.

At mi advent, onli the loer rum ov the larj bildiŋ wez yuzd for scul purpusez. In the spriŋ ov 1860, with the hop that the manejment ov the affarz ov the scul mit be ezier and mor satisfactori in that condishun in hwich the girlz ov a scul ar apart from the beiz, the girlz, under the charj ov Mis A. M. Tempsun—a veri accomplisht ledi from Masachusets, a graduet ov a Nu Iŋgland normal scul, an ecsperienst techer and a gud dissiplinerian—wer remuvd tu a bildiŋ hwich neu frunts upon Church stret; but hwich, duriŋ the winter ov 1859, wez bilt in a feld thru hwich sum hopt that, in a short tim, the stret ecstendiŋ est and west in frunt ov the Baptist church, wud ecstend. In this bildiŋ, in the charj ov Mis Tempsun, this divizhun ov the institushun presperd; but, that part ov the scul hwich wez conducted in Liseum hol, retrogreded until the stet ov affarz tharin wez bad—veri bad inded.

The conductiŋ ov the tu branchez ov the scul in bildiŋz nerli a cworter ov a mil apart, gretli increst the ecspensez ov the institushun. The les ov tim bi the assistant techerz in goiŋ from wun bildiŋ tu the uther, wez a considerabul. The disagreabulnes ov traveliŋ from wun bildiŋ tu the uther, duriŋ inclement wether, wez a consideraśhun net litli born bi eni; for, at that tim, net a stret ov Flemiŋtun wez pavd, and the sidwocs ov eni wer veri purli pavd. And yet, in conductiŋ the affarz ov the girlz in wun bildiŋ and thoz ov the beiz in anuther, had, for a tim, bin the onli hop ov continuiŋ the lif ov the institushun.

In the mornin ov the first Munde in September, 1860,

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I apperd in the loer rum ev Liseum hol tu begin the wurc ev the first term ev the scul yer. Prezent wer a duzen beiz—ol frem familiz in the villej—ranjing in ej frem twelv tu aten yerz. Tho sum ev them wer frem familiz ev much welth and hi standing, a grup ev wurs fasez wun cud hardli find in a sculrum. Nor did the countenans ev eni wun ev them, beli the persunaliti it indecst. Ruf toc, loud spech, profan langgwej, impudent staring and lo jesturz, wer ecshibited bi everi wun ev them. An attempt tu secur silens bi jentli remarcing tu them that such behavior did not wel gres beiz secing an education, brot onli a wurs stet ev affarz, in hwich past sum remarcs tu the effect that the wud be not long in shoing the nu techer the wez and the wurcs ev the students ev the Flemingtun hiscul, and that a rustic born techer wud hav littul biznes with them.

Az I rang the bel tu col the scul, an uproar ensud hwich wez not cwieted bi wurdz. Hwen, imperativli, I demanded silens, the uproar, on the part ev sum, abated a littul; but, on the part ev utherz, it increst. Instantli, with cwic, firm muvments and a determind ar, I stept doun frem the restrum intu the corridor and up the il tu a sit at hwich tu ev the larjest beiz wer in redines tu engej me in a hand tu hand combat. Az I met them, wun ev them went ungrasfulli and ingloriusli toward the dor, tu li upon the flor until I wez redi tu pe espeshal regardz tu him; the uther wez sezd bi the collar, shacen and becst until he wez pal, relacst and sweltering, and then veri ungrashusli plast doun in hiz set. Then, az I wez going tu settul with the wun hu wez just sloli scramboling up frem the flor, tu uther chaps essad tu join hwet the stild the "fre fit"—wun ev hum, az I past him, sent hiz fist agenst mi ribz with no littul degre ev fors. A swip, az I turnd partli around, sent him fulli upon the desc and a cuf sent the uther sidwiz upon the flor. Az I recht him, he wez

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in fitiŋ mud and in fendish luc, riziŋ from the flor in the il. I cot him bi the cellar, forsibli poct hiz truŋc of from me until he wez forst tu step intu the spes between a bench and the desc in frunt ev it, forsibli shuvd hiz hed and sholderz forward and deunward until hiz hed wez between the desc upon hwich hiz brest le and the desc in frunt ev it and then, with a steut ruler hwich chanst tu li upon a desc within ezi rech ev me, I hwact him until the ruler wez brocen intu pesez tu smol tu be handuld and he wez tu limp tu sefli bar mor handliŋ. Him I then dragd tu the dor and set upon the dorsil, fes eutward, tu inhel a littul fresh ar, hwil I went tu pe mi regardz tu the uther tu offendiŋ felloz. Hwet happend betwen me and them, az I past up the il on mi we tu the restrum, tu organiz the scul, pruvd entirli adecwet tu the demandz in the ces. The wun hu struc me, continuɋd, until the rol wez med and sets assind tu thoz in condishun tu be seted, tu li pantiŋ upon the flor in the il, upon the veri spet upon hwich he fel hwen I cwit yuziŋ upon him a pes ev a bord hwich, az I past aleŋ the il, I cict lus and yaŋct from the projectiŋ part ev a desc. He wez then lifted tu hiz fet and advizd tu go hom tu be treted tu sop and woter and tu a reparin ev hiz apparel, or a sut ev nu clothz. The spectacul he med, az, with hiz bludi fes and torn clothz, he webbuld aleŋ the il, thru the dor, bi him hu sat upon the stepston brethiŋ az best he cud, deun the steps intu the len and up intu the stret, had az saluɋteri an effect upon sum ev the sitizenz hu so him wendiŋ hiz we hom, az it had upon the students hu witnest the acshun hwich put him in the plit in hwich he wez. Mor than wun ev thoz hum he met, hwen, bi incwiri, the lernd that he had bin tu the higscul and that hiz condishun wez a testimoni that he had tacen a lessun from the nu techer, rejeist and held the prospect that, without regard tu famili distiŋcshun or uther cwelificeshun, in the higscul, ol wud be forst

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tu obe; the dissolut wud be coerst and dissiplind at eni cost; and that sun better mannerz wud caracteriz meni hu, hithertu, had behevd so badli. The matter attracted mor attenshun becoz thre ev the boiz hu had incurd this sever punishment at the veri openiŋ ev the scul, had, for sum tim, bin terrorz tu meni; had bin several timz in the handz ev the offiserz ev the lo; and wun ev them, onli a fu wecs befor, duriŋ a nit, had bin lodjd in the counti jel,—ev ol ev hwich, hoevver, I woz entirli ignorant. Inded, at the tim thez boiz wer punisht, I nod not the nem ev eni wun ev them, nor the standiŋ ev eni wun hu had assembuld.

This wurc ev subjugeshun haviŋ bin dun, the wurc ev organizin thez dissolut elements intu a scul, proseded—not without difficulti, hoevver. In the wurc ev classifiŋ, meni shod ugli, rebelyus dispozishunz and a determineshun tu mac trubul. With a hop ev hinderiŋ me in the cors I woz pursuiŋ, and tu effect delez in organizin and driliŋ, the loudli attempted tu appel for redres tu him hum the declard tu be prinsipal ev the scul and, az boldli az the dard, declard that the wud du so or so, onli az the nod that the prinsipal recwird them so tu du. And loud inded wer thar declareshunz ev a rit tu appel tu the hiest otheriti ev the institushun, and thar statments that the nod that he wud nether endors nor tolerat hwet I woz duiŋ and that he wud spedili grant them immuniti from such recwirments az I woz maciŋ and from such guvernment az I woz establishiŋ. Ov thez statments the lest notis possibul woz tacen. Hwet I assind eniwun tu du, he did, without dele, or, at wuns, incurd the consecwens ev disobediens, hwich consecwens, bi the wa, woz intenshunalli met bi the fuest duriŋ that fornun; tho, tu sum ev them, the consecwensez ev disobediens and dele, sever az the pruvd, cam even the third tim—so determind and so persistent wer sum ev them tu du az the plezd and tu defi

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eni effort tu coers or restren them. Inded, sum ev them, az the stated tu thar confidenshalz, stud out agenst lo and order until the wer fulli satisfid that, in that scul, a student had onli wun ev tu alternativz—obediens or deth.

But, az the eurz ev the fornun past, in the mor dosil, les rezistans apperd; en the part ev a fu with swolen fasez, torn garments and red iz, a wiliŋnes tu compromiz wez apparent; and en the part ev ol, apperd a redines tu muv hwen the wer adviżd tu du so.

Duriŋ the nun reses, upon mi we tu the ples at hwich I borded * and upon mi we bac tu the sculbildiŋ agen, I notist that several important persunejez, az the met me, saluted me veri cordialli and in a cler, distiŋct, swesiv veis, az the cold me bi the titul the wer wunt tu appli tu persunz filiŋ the pozishun I wez holdiŋ. At this, az I wez sertinli net veri wel nod tu eni ev them, I wez surpriżd and I at wuns began tu cweri hou I shud interpret this ecspreshun so jeneral amuŋ thoz hu wer stranjerz tu me. Ov ol hu saluted me, no uther wun attracted mi attenshun so much az he hum I afterward lernd tu be the sherif ev eur counti, a frend tu lerniŋ and a petrun ev the scul, and an ecs-judj ev the suprem cort ev eur stet—hu, bi the we, I had gud rezunz tu thiŋc, had never befor had an oppertuniti tu se me; but, hu sun becam wel accwanted with me, thuroli interested in ol hwich I essed tu du, and a frecwent, a welcum and a holsum vizitant ev the scul.

Bi thoz hu met me at mi bordiŋ ples, littul wez sed respectiŋ scul, in eni we—the report ev hwet had transspird in Lisseum hol had net yet recht thar erz. Ov this I wez glad, and deprest wez I at the thot that sun it wud rech the erz ev ol and that I then wud be afflicted in

* Ol the tscherz ev the hiscul and sum ev the students, borded with Mr. J. S. Higginz, huz spashus and hansum rezidens then stud upon the corner (neu vacant) ev Man strst and Church strst, eppozit tu the Baptist church. So, from the sculbildiŋ tu the heus in hwich I borded, and in hwich, a part ev the tim, wez mi effis, the woc wez leŋ and, az it ecstended thru that part ev the toun in hwich most biznes wez dun, meni nesessarili met me.

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lisenin tu a discushun ev the matter. But in the matter ev herin a discushun ev the affar, I wez disappointed. Sav hwet mi partner sed tu me, I never herd a wurd.

On mi we bac tu the hol in hwich I tot, I vizited the famili ev the bei hum I had punisht and sent hom. The bei wez liin upon a lounj—with bruzd iz, swolen lips, a stif nec and a jeneral sornes ev the musulz hwich inclind him tu li az stil az possibul and tu spec onli hwen he had tu. But, the parents wer in condishun tu se a del,—tu mec meni threts, tu appli tu me namz hwich I had never herd bestod on me befor, tu inform me that the shud prosecut me tu the utmost for so cruelli tretin thar sun, etc., etc. Tu ol ev this I culli and emfaticli replid: The hu send sunz tu mi scul, wil lern that, hwil under mi tuishun, ech must deport himself properli; that I am in mi sculrum tu inculcat gud mannerz, tu tren students in thinz hwich tend tu mec ev yuths gud sitizenz and polit jentulmen; that I am not in mi plas ev biznes tu tac the insolens ev thoz hu ar ilbred and lacin everi element hwich enterz intu the cempozishun ev a proper bei. Obzerveshun haz med me no that the moral standin, the habits and the mannerz ev a child, ar seldum abuv thoz ev the parents. Hwet, in scul or enihwar els from hom, we se in the status and mannerz ev a child, iz an ecshibit ev the status, condishun, habits and mannerz ev the parents hu bred thon. Az the parents ar, so the wish thar children tu be. Ided, in this ces, in thus vizitin yu, I hav lernd that yur sun haz cum veri onestli bi the bad cwelitiz and bad mannerz hwich he pozzesez.

With that bei and with that famili, I had no mor trubul,—he never agen apperd az a student ev the hiscul.

Hwen, for the nun reses, I dismist the students, I ecspected that, at the rinin ev the bel tu col them tu the afternun seshun, not wun ev them wud apper. In this I wez mistacen. Sav the wun hu wez tu lem tu woc, ech

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anserd tu the col ev hiz nam. Bellijerent the stil wer—and amuŋ them wer sum fȠrarmz—ev hwich I tuc the lest notis possibul, and about hwich I sed net a wurd. Az leŋ az the wer cept in thar pocets or in thar descs, the cud harm nuthiŋ; hwen wun wez drod upon me or upon eni wun els wud be tim enuf for me tu complen. Inded, befor the end ev that de, ech wez, I thinc, fulli persweded that I littul ferd pistul or nif; that the confidens I had in mi abiliti tu yuz mi memberz, med me fer veri littul enithiŋ hwich, in a contest, mit be brot agenst me.

Duriŋ the ecserśizez ev the afternun, at the col ev the first clas in arithmetic tu resit, a larj bei, huz scind fes testifid tu the brushiŋ hwich he had reseved duriŋ the engajments ev the fornun, santerd mor than I lict. He nod that I had sen the stec ev a revelver in hiz pocet and deutles ecspected that a neledj that he wez armd, wud intimidat me sumhwet. Az he fendishli gezd intu mi fes tu se heu I wez bariŋ hiz santeriŋ muvment, sharpli I addrest him on the point ev tardines and sternli advizd him tu step up and alin with the uther memberz ev the clas. Az I spoc, I stud befor the blacbord. In mi hand wez the larj ruler hwich I had bin yuziŋ in meciŋ sum droiŋz tu illustret sum points in a lessun I had just given tu a presediŋ clas. At mi statment, impudentli he ejaculated that he wud stand az he plezd, if he stud at ol. Suner than the last wurdz ev the sentens recht mi erz, he wez sezd bi the cellar, cwicli drod forward, tript and sent hedleŋ upon the flor. At this juŋctur, wun ev hiz accomplisez in this engajment, rusht forward, just in tim for me tu hwac him with the big ruler upon the sid ev the fes so severli that he semd tu hav enuf tu du tu attend tu hiz fes and tu fel hwether hiz jo wez net brocen. The uther accomplisez hu, accordiŋ tu thar seem, wer ecspected tu act parts in this engajment, dezd bi hwet had happend tu thar tu lederz and the prospect ev hwet wud

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shurli happen tu everi wun hu essed tu act a part or, in eni wa, tu offend or tu interfer in the matter, befor the had farli shon hwet the had intended tu du, muvd bac intu lin and, tremblin, luct on tu se me sez the leg ov him hu yet le upon the flor, lift it az hi az I cud with mi left hand and with mi rit, hwel him with the big hevi ruler until, in the judjment ov everi witnes, he had resevd az much az cud be sefli delt him and ol thot that he, if he rallid from hiz condishun, wud never ventur tu offend me agen until he wez fulli redi and wilin tu di. Then deliberatli, with a trip, felin upon the flor him hu wez loudli houlin becoz ov the pen cozd bi the blo ov the ruler upon hiz fes, and sezin hiz leg and so liftin it az tu put in plas the parts hwich cud best stand the bloz, tu the fundamental part ov hiz humaniti, I applid the ruler until ol evidens ov a dispozishun tu disobediens had disapperd.

Az I turnd tu luc intu the condishun ov thoz in the clas, dethlic pelnes apperd in the fesez ov meni. Tremblin at the nez, I notist in sum hu, I hav olwez suspected, wer accomplisez in the affre and hu ferd that the had so acted, in muvin from the lin, that I had detected thar relashunz tu thoz just flegd and that, with them, I wud, at wuns, del az severli az I had with thoz hu wer yet lin upon the flor. Az I luct alon the lin, I utterd net a wurd. Nether order nor comment wez nesesseri. From end tu end, the dres wez in militari presizhun. And, ever afterward, in order tu secur a perfect alinment and a net dres ov the memberz ov the clas, I neded onli tu luc significantli alon the lin. Nor did eni wun ov that clas ever ventur tu replì sosili hwen I addrest him, or hwen I addrest eni member ov the clas, or the clas at larj. After that, hwen I wez redi tu spec, ech ov them wez redi tu lisen; hwen I wez redi tu command the wer redi tu obe; hwen I wez redi tu instruct the wer redi tu resev instrucshun.

In this clas, wer the larjest students in the scul; in

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fact, ecseptiŋ thre, ol in the scul wer memberz ev this clas. So, littul trubul had Ŧ with eni, until tu eur number wer aded nu students. Ov cors, bi the we, happend littul thiŋz hwich recwird prompt and strict mezhurz; but eni discord wez evanessent, and sun agen harmoni preveld. But, the yus ev sever mezhurz did net end her. Amuŋ thoz hu enterd after the beginiŋ ev the scul, wer sum desperadoz. Bi thar parents, sum ev thez wer plest in this scul becoz, herin, the hopt tu secur for thar sunz, that traniŋ and that dissiplin, aleŋ with instrucshun in hwet bucs contan, hwich premis best rezults in bracin up bad habits, in establishiŋ saluteri practisez, in correctiŋ vishus dispozishunz, in encurajiŋ virtu, in moldiŋ caracter;—in short, in thoz thiŋz hwich compel obediens tu lo and encuraj the develepment ev yuth intu the noblest manhud and prepar them for the best sitizenship.

From the statments abuv mad, wun mit infer that, duriŋ the first term, onli veri bad beiz wer in the hiscul. Oltho he never apperd in the sculrum in hwich Ŧ tot, ecsept duriŋ the tim recwird tu resit hiz lessun in mathematics, thar wez, from the beginiŋ, a yuŋ man neu a doctor ev diviniti and the pastor ev a veri important church in the estern part ev the stat. Sum veri gud students cam ner the middul ev the term. But such apperd in mi rum, onli duriŋ resitashun.

Tu recount the detalz ev the mezhurz yuzd, and ev the rigorus dissiplin practist, tu subdu, reconstruct, az it wer, and then tu elevat in the scel ev beiŋ, the depravd caracterz plest under mi charj, wud be a tasc unprofitabul and unentertaniŋ. It me be enuf tu stat that even the wurst wunz brot tu the scul, wer redust tu lo and order; wer sun interested in the wurc set them tu du; impruvd in scolarship, in self respect and in respect for utherz, in mannerz, in capasiti for biznes and in ol uther cwolitiz nesessari tu gud sitizenship. Apparentli, ever afterward,

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ech wun ev them respected no uther wunz so much az thoz hu, in that scul, dissiplind and tot them. The wurst wun ev ol, (he lest hiz lif in a duel, after ciliŋ, with a nif, mor than wun in duliŋ), az I thot; or, at the lest, he semd tu be mor curajus and dariŋ than eni uther wun, yerz afterward, hwen he had grod tu manhud and settuld in biznes in Jerzi Siti, efen cold tu vizit me, and in duiŋ so, he semd tu find the gratest plezhur. In hiz toc with me, cherfulli and merrili, but veri respectfulli, he efen related insidents (hwich semd veri der tu him) hwich occurd duriŋ the gud timz (az he cold them) hwich he enjoid hwil under mi tuishun; and grevli and at leŋth, he efen ecsprest hiz gratitud that, hwen he began tu be a student in the hiscul, I so severli treted him tu brec him ev hiz bad conduct, and thaŋct me for the peshens I had with him in mi efforts tu tech him tu red, tu rit and tu sifer. (Hwen plest in scul, tho siesten yerz old and a sun ev a welthi and influenshal man, he cud nether red nor rit,—so effectualli had he stud out agenst ol efforts tu educet him.) He yuzd tu stet tu utherz, az wel az tu me, and espeshalli tu hiz muther and father, that the severiti ev the dissiplin he resevd hwil in the hiscul, tho the term wez bref, had med him a gud reder, a gud penman and a gud accountant; had enabuld him tu hold gud pozishunz and tu ern gud salariz; and that, cud he olwez hav remend under the influens ev that scul, or livd in the atmosfer ev its techerz, he wud hav bin an egzemplari sitizen and a happi man.

In accountiŋ tu me for hiz bad conduct, onli a short tim befor hiz deth, he stated that, hwen unrestrend bi the influens ev thoz hum he gratli respected, he felt remis, dissolut, loles, carles, recles and redi for eni bad wurc hwich happend in hiz wa; that, in such condishun, littul thiŋz provoct him tu bad yumor, led him intu corruptiŋ cumpani and curruptiŋ practisez, and sun he wez redi for,

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and if suffishentli provoct, intu, the wurst wurc mortal can du; that, tu be a gud sitizen, he, at ol timz, neded the upliftiŋ influens ev uprit men; that the influens ev the gud bweid him up; sun, hwet engejd them, engejd hiz mind and he felt that, in a mezhur, he wez wun with them, tho olwez feliŋ that he wez deprevd and that onli bi the influens ev the gud, wez he held abuv ecstrem lolesnes. He yuzd tu stat that hiz enjoiments wer infinitli mor, that he wez veri much happier, hwen he wez with thoz hum he regarded better than himself; that, ev preferens, he wud olwez be with thoz hum he regarded uprit, sever with themselvz and sever, but just, with ol under thar charj; that he olwez emd tu be with such; but that tu find such, wez veri difficult; and tu find such in condishun tu emplei him, or even tu offer him companyunship, even duriŋ bref periudz, wez veri, veri much mor difficult. But, tu find the oppozit ev thez and tu find them in condishun tu emplei, and in wiliŋnes tu felloship, him, wez ezi. Az a consecwens, with such he had nerli olwez bin and with such he ecspected he wud nerli olwez be, let the consecwens be hwet it mit.

Ov the ruf felloz in this scul, hu, under rijid dissiplin, gretli impruvd and hu, bi thar impruvment, gretli encurejd, and in meni cesez, delited, thar parents and frendz, he wez net the onli wun hu, hwen restraniŋ dissiplin wez lifted, sun relapst intu corrupt habits, becem dissoluṭ, disobed the loz ev the stat, incurd sever penalti and erli went doun tu an ignobul grev. But, amuŋ them wer sum hu, at that tim, semd cwit az bad and even mor hoples, hu, under rijid dissiplin, awect "tu se the error ev thar wez;" tu fulli realiz that "the we ev the transgresor iz hard," that onli in obediens ev the moral lo and the lo ev the land, iz happines; hu, in this awecend condishun, fulli determind tu du, under ol sircumstansez, az wel az the cud and hu, from that tim forward, hav bin amuŋ the

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veri best ev eur sitizenz—effishent, enord, influenshal and welthi. So it iz in techiŋ: hwet eur efforts wil accomplish, we cannet tel. In thoz in hum we hop tu accomplish the most, we efen effect the lest and in thoz in hum we ecspect tu effect the lest, we accomplish hwet we thet tu be impessibul. Al neledj ev thez facts haz, in hwet I regarded elmost hoples casez, led me tu du thiŋz hwich, tho I proseded in fer and trembliŋ, hav bin advantejus tu meni.

Let in the eveniŋ ev the first de, mi partner, in a stet ev trepideshun, enterd mi rum. He had bin vizited bi the parents ev the bei hu had bin so severli handuld. He had herd much respectiŋ the sever mezhurz tecen with thre uther beiz, and ev mezhurz net mild, bi eni we ev retiŋ, tecen with sics utherz. He stated that he had bin informd bi meni that everi bei hu, that de, apperd at the seulrum in Liseum hel, had, at the handz ev the nu tutor, reseved sever fleginz; that respectiŋ the handliŋ ev the students ev the hiscul, the hol villej wez in a commoshun; that meni thet that the handliŋ ev the bei hu wez sent hom, wez eutrejus and shud be notist bi the effiserz ev the le; that he ferd that the ces wud be prezented tu the grand juri, az elredi the prosecutiŋ atturni had bin vizited in regard tu the matter; that he gretli ferd that the fu beiz hu, that de, wer in the scul, wud net return and that we wud resev, espeshalli from the teun, no mor students. Cempozedli I lisend tu el ev thez statments and tu el ev the comments consecwent upen them. Hwen he had sest hiz tec, deliberetli and mezhurdli I stated: Wel! I hav dun, in the handliŋ ev thez students, hwet, in mi judjment, eni techer, in lic casez, et tu du. So, without flinchiŋ, I wil tec hwet consecwensez me fello. Ev the consecwensez ev an inditment, I hav no ferz. I wil du hwet I consev tu be rit, if, in the necst minit, bi turbulent elements ev this villej, I shal be hand fer the act. Farther, that matter that the beiz

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hu wer at the sculrum tude, me not apper tumorro, consernz me the veri lest. Hwot consernz me most, iz the discharjing ov mi duti in the traning, the molding, the refining, the purifying, ov eni hu me apper. I wud suner se a singgul student from the humblest famili in the counti, properli behavd and deziirus tu lern, than a rumful ov dissolut, insolent scamps, even if from the welthiest and most noted familiz in our stat, if the cum tu be disorderli and disobedient and refuz tu submit tu that traning hwich me be nesesseri tu transform them intu proper sitizenz. The cwoliti ov a scul dependz not upon the number ov techerz and students; rather, it dependz upon the cwoliti, the capasiti and the am ov ech and the determineshun ov ech tu atten tu a hi ideal ov sitizenship. Tu hav a gud scul, we must hav gud, efficient techerz and gud, dissiplinabul students. The bei hu iz not amenabul tu dissiplin can never be a gud—ne, not even a pasabul—student. Amenabulnes tu dissiplin iz the ecsellensi in eniwun hu essaz tu be a student, if, inded, the mezhur ov amenabulnes tu dissiplin, uther thinz being ecwel, iz not the mezhur ov scolarship tu hwich thon wil atten. But, we cannot hop tu find ol thoz sent tu us, in condishun tu, at wuns, act az gud students. The purer wunz wil be impruvd most rapidli under proper order. This order can be effected in ether wun ov tu waz: We me redus thoz hu cum, tu order and gud mannerz and let them assimilat, under proper traning, with thoz hu ar better bred and mor amenabul tu the rulz ov the scul; or, we me send awa the disorderli and reten onli thoz hu ar wel bred and behav properli. I hold that, in this scul, we me better coers the refractori and the miscreant and du the best possibul tu restren the weward and sho them the error ov thar waz, and sho them that the can properli behav and that the, and everibodi els, ar better hwen the behav properli,—with the hop that, at the lest, neu and then, the mind ov wun ov

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them wil be arouzd tu the persepshun ev gud cwelitiz in utherz and in themselvz, tu self egzaminesshun and tu a comparisun ev self tu utherz hu stand hier in the scal ev humaniti, and thus be led tu sum conclużhun respectiŋ the realitiz ev gud sitizenship and the neledj that thoz hu ar instructiŋ them ar thar adz in attaniŋ tu a better, a happier stet, and ar liftiŋ them from thar prezent condishun, and urjiŋ and helpiŋ them on tu the hi gol ev gud sitizenship. The best rezun for pursuiŋ this cors, in this and in everi uther scul, iz found in anserz tu thez cwestyunz: If the techer neglects or refużez tu du the wurc ev subduiŋ, coersiŋ, traniŋ and moldiŋ, bi hum wil it be dun? Iz not the hiest, the noblest, the best wurc ev the techerz art, the coersiŋ ev the weward and the darcend, and the ledin ev them intu the lit—intu a practic neledj ev rit and reŋ? intu rijid practisez ev persunal—ev self—restrant? intu the ebzervans ev the rits ev el? and intu the practis ev gud, holsum mannerz?—I am fulli perswaded that everi ritminded sitizen ev this villej hu noz the factorz in the several cesez under consideresshun, iz truli thaŋcful tu me, for hwet, this de, I hav dun in the tretment ev thez beiz. Ov cors, the dissoluṭ, the turbulent and the corrupt, in hum everi villej so abundantli temz, ev hum iz the larjer part ev the popuṭeshun ev everi district, disappruv such tretment and, in this ces, az in everi similar ces in hwich the can egzert an influens, the wil du hwet the can tu mec trubul. But, the appruval ev such I du not see; the favor ev such I du not cort. If I shal be farli rated bi thoz ev mi cind, I shal be happi. If pes-luviŋ and obedient sitizenz appruv mi conduct, I shal count miself fortunet; and in the biznes ev this scul, I shal be prosperus. Inded, I hav no ferz that, from this scul, the disobedient wil go. I hav no ferz that, tu this scul, wil not cum the refractori and thoz hu ned coershun. Rather, I hav ferz that sun wil cum tu mi rum applicants for admishun az

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bad az eni hu apperd tude; and, I shal not be surprizd if sun or brot sum hu, avouedli, or wurs. Ritminded parents hu hav disobedient, dissolut children, or ever lucing for a scul in hwich students resev the proper cind ov traning, with the hop that, under a dissiplin suted tu the nedz, thar children me gro tu be wurthi sitizenz. Mi obzervashun iz that onli the dissolut and depravd or wiling that thar children shal gro tu adolessens unrestrend, loles, disobedient, and corrupt in mannerz.

Az the secwel shoz, mi noshun respecting the status ov thingz amung the patrunz ov the Flemingtun hiscul, wez rit; and, in thar vu ov matterz, I wez muving rit along the lin ov holsum progres. In the folloing morning, tu the col ov the rol, sav the wun hu wez not in condishun tu woc tu scul, everi wun responded tu the menshun ov hiz nem, and tu the rol wer aded the namz ov for mor, in the fes ov ech ov hum wez red les ov promis than apperd in the fesez ov the wurst wunz hu wer prezent the de befor. Az I luct intu the iz ov wun ov thez nucumerz, I found miself solilocwizing sumhwot thus: Wel! Wel! If yu send meni mor ov this cind, I shal ned tu be a hweler; but, if thar or mor tu cum, send them neu, hwil mi hand iz in and hwil I hav tim tu properli attend tu them.—But, with thez felloz I had no veri serius trubulz. At wuns, the so the situashun ov thingz, the consecwensez hwich wer licli tu follo disobediens or insolent conduct, and semd tu be unwiling tu enter intu hwot wud, mor than licli, pruv tu be tu them an inglorius defet and a lif long rememberd trounsing. Of fu blunderz, in thar uncuthnes, ov cors the med; but, sun, the cot the step and, with the rest, muvd along orderli and prosperusli. Az uther wunz avouedli veri bad wer aded, littul trubul follod—befor the enterd the scul, the lernd from report the consecwensez ov disobediens or a neglect tu follo the prescripshunz ov the tutor and semd tu be wonting

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in wiliŋnes tu test, in thar on persunz, at eni rat, the truth ev hwet had bin reported.

Duriŋ this tim and, inded, duriŋ the hol ev this term, mi partner did not apper in the bildiŋ in hwich I tot; the entir wurc ev this divizhun ev the scul wez commited tu me. In the cors ev events, a happi famili we becam. Emuleshun wez jeneral. Az the tutor did, so did, az nerli az possibul, the pupilz. Nowun murmurd respectiŋ the wurc tu be performd. The pattern wez set. At wuns it wez follod—efen purli at first; but, dilijens in effort effected impruvment in ecsecushun, until ech performd hiz part in a commendabul we. Ech, critisizin the wurc ev the uther, ford a zel in ech tu du the best possibul, hwil an appel tu the tutor rezulted in pointiŋ out the fuest defects possibul; but, rather, the most ev the gud cwelitiz, and, if eni, the points ev ecsellensi, and the lin ev progres tu follo, in order tu atten, the most shurli and rapidli, tu the ideal. Sun, the wurst ev them spoc egzultiŋli ev "our scul" and ev "our tutor." Sun, enthuziasticli, tu thar parents and tu humsoever els wud lisen tu them, the related the storiz ev the gud timz the wer haviŋ in "our scul," az the emfasizd it—hou, in the sculrum, the wurct—hou, upon the blacbord, the wurct—hou the went with thar tutor or, az the emfaticli frezd it "hou we go with our tutor," tu the river and tu the hilz tu studi jeografi and tu lern tu mac modelz, in sand and in putti, ev hwet the so—hou, upon the blacbord and upon paper, the lernd tu mac maps ev the farmz in the naborhud and maps ev the villej, and maps ev the jeografic areaz hwich, in bucs, the wer studiiŋ—hou, from the restrum, the red, with hwetever degre ev art the had, select pesez ev proz and ev vers—hou, in the ritiŋ and rediŋ ev compozishunz, the found delit—and tu croun ol, the told hou plezin, hou delitful, wer the sezunz hwen, az wun ev them rot tu hiz muther, "after scul, we go with our tutor, over tu the

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Raritan river [tu milz awe] tu swim, tu gather plants, and tu toc about—wel, everithin—espeshalli about jeegrafi and the butiful thinz ev this erth."

This point recht, littul wez the wurc ev guvernin. Onli tu be inflecsibul in ol points in hwich rit and ren apperd and tu be cler in shoin the rit and the ren in everi ces under considereshun, wer the recwirments, tu cep ol in subordineshun and tu mantan a groin degre ev regard for ech uther, a wilinnes tu perform hwetever wez recwird and a dezir tu du hwetever promoted the interest ev that bodi ev hwich ech felt he formd so important a part and ev the enor ev hwich hiz groin jelusi med him ever wetchful.

At that tim, in a rum in the larj bric bildin on Men stret, then nod az the Capner bildin, nou transformd intu the hotel Flemintun, wez a veri respectabul and a veri popular select scul for girlz, manajd bi tu ladiz ev rar accomplishments. In it, ev students ranjin in aj from twelv tu twentifiv, thar wer about thirtifiv. With the techerz, I had no accwentans—I had not so much az sen wun ev them. But, amun the students wer mor than wun hu, at sum tim, had resited tu me,—tho, ev that fact, I wez, at that tim, happili, entirli ignorant. Oltho I had no dezir tu becum accwented with the techerz nor with thar students, I consevd that it mit be profitabul tu both sculz and tu ol consernd in both, tu hav the memberz ev the ladiz scul tu vizit us. A vizit from them mit sho that we, az rufhun and az uncuth az we wer, ferd not, az a scul, a critisizum ev the most refind. For the vizit, I desided that sum tim durin hwich we wer engajd in sumthin mor entertanin than the ordinari roundz ev the mor solid wurc ev the scul, wud be mor fitin. Az the afternun (thre ourz in length) ev Wenzde ev ech wec, wez devoted tu the redin ev essez, tu declameshunz, tu revuz ev tabulz ev wets and mezhurz and tu revuz ev such uther matterz az ar yusful tu everiwun hu delz with the affarz ev the wurld, I

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concluded that, during wun ov thez afternunz, the ledizmit vizit us and not, during the afternun, hen performd the boiz hu so long had enjoid an unenviabul reputeshun for rufnes and tufnes, and huz sol reputeshun for enithing hwich wez not dounritli bad, wez in the art ov swiming, az the had lernd it from thar tutor; in the macing ov modelz ov secshunz ov the erth, out ov sand, mud and putti; and in the macing ov maps ov secshunz ov the erth—ov hwich modelz we had open tu vu at ol timz, mor than a fu, and with hwich maps the wol ov our rum wez, the hwil, pritti jeneralli cuverd. Accordingli, upon Tuzde ov the eleventh wec ov the term (the term in the hiscul consisted ov forten wecs), tu the ledizhu manajd the select scul, I addrest a not, inviting them and the students under thar charj, tu vizit us upon the de folloing—thincing that the shortnes ov tim between the resepshun ov the inviteshun and the tim ov the vizit, wud hinder sumhwot the spred ov the report that the ledizscul wez invited tu vizit the hiscul, and thus prevent our boiz from macing eni preparesshunz, ov eni cind, for the occazhun. In ecstending the inviteshun, sumhen, I felt that thar wez littul liclihud that a vizit wud be med, not les becoz ov the reputeshun for rufnes hwich we so dezervedli enjoid, than becoz ov the fact that, between the sculz, a littul bitternes ov feling egzisted. But, at the appointed tim in the afternun, olmost az sun az our boiz had fiest themselvz in thar sets, and hwil ech wez preparing tu anser tu the col ov hiz nam tu declam, tu red an esse or tu perform eni uther part recwird ov him, a necig at the dor attracted the attenshun ov ol,—tu hwich necig I responded bi sloli desending from the restrum, deliberatli pasing down the man il tu the dor, hwich wez then wid open, ecschanjing saluteshunz and biding techerz and pupilz and sum gests hu accumpanid them, tu enter the rum and be seted in hwotever part ov it, in thar judjment, wud afford the best oppertuniti for

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cumfort and for vuiŋ and heriŋ hwot the mit wish. Hwen our vizitorz wer seted, we proseded directli tu wurc. No apolojiz wer med. No statments that we wer happi tu resev or tu entertan gests, wer med; no statments respectiŋ the wurc ev the afternun wer efferd; but, az tho the vizitorz wer an integral part ev our scul, we proseded tu du the wurc ev the afternun.

Az the students wer ignorant respectiŋ the invitesshun ecstended tu the memberz ev the select scul, az the forti or mor ladiz and a fu jentulmen enterd, surprîz bemd frem the îz ev ol. Ech intu hiz felloz fes luct in amezment. Intu mî fes the luct in astonishment. But, az the notist no consternesshun in mî acshunz, the countenans ev ech, without ecsepshun, becam, at first, sever; sun the fes ev ech began tu reden, the îz began tu brîten and the men ev ech began tu sem mor important. Then ech semd tu becum intent upon the wurc in jeneral ev the afternun and espeshalli, upon eni part ev it hwich he mît be assind tu du. That ech wez desîdiŋ in hiz hart that, in the wurc ev that afternun, he wud du the veri best he cud, wez veri apparent tu me. Doutles, in mî fes the red simpathi, encurajment and that confidens in them hwich, abuv ol els, fîrz the zel ev the student and enabulz thon tu du thonz best wurc even hwen sircumstansez ar the most trîiŋ.

Amuŋ the vizitorz wer sisterz ev the veri wurst beiz in the scul; mutherz wer thar huz aŋeshus fasez told hwot no pen can rît; utherz wer thar hum the beiz respected scarsli les and huz favor the wer scarsli les dezîrus tu win. Ech felt that ev himself an ecshibit he neu had tu mec; that in this ecshibit wud apper hiz standiŋ in the îz ev ol hu so and herd him perform; and that neu apperd an eppertuniti tu demonstrat tu meni hu wer competent tu judj, that ech had bin instructed in a thiŋ or tu; that, az students, in net a fu thiŋz, ech cud perform az wel az eni in that toun or az wel az eni hu cud be brot frem eni uther

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plas, and that the wer stuḍents ev a scul ev hwich the wer preud tu be recund memberz. So, confidens and alacriti bemd frem the iz ev ol and, az amuŋ the vizitorz, intu the fasez ev sisterz, mutherz and frendz, the luct, the rot in the hart ev ech an emoshun hwich apperd in the vizaj az a tocen that thon persevd that thon wez abeut tu witnes wurc hwich wud be alic creditabul tu the stuḍents and tu the frendz and accwentansez ev them.

Hwen the anneunsment tu go tu the restrum for calisthenic dril, wez med, with alacriti, ech stuḍent roz in hiz set, stratend himself az best he cud, consecwenshalli woct up the il, up the steps tu the restrum, tu hiz plas in lin, and then drest himself netli and attentivli for hwetever manuver mit be cold. The nevelti ev eur prosedur and the compozhur, addres and decorum ev ech stuḍent, at wuns engrost the attenshun ev ech vizitor. Hwen onli a fu evoluṡhunz ev eur dril had bin performd, a neiz at the dor demanded mi attenshun. Tu mi surpriz, an ecs-judj ev the suprem cort ev eur stat hu, at the tim, wez bi far the most noted dignitari ev eur counti; the pastor ev the Presbiterian church; the pastor ev the Methodist Episcopal church; and the oldest and most noted loyer ev the Hunterdun counti bar, stud wetiŋ tu be asct in tu witnes the wurc ev the afternun. Befor I had farli seted them, at the dor wer herd utherz hu pruvd tu be the mutherz and sum frendz ev sum ev the stuḍents, hu, tu thar surpriz, then stud upon the staj.

Az sun az I cud agen tac mi plas with the stuḍents upon the staj, we rezumd eur wurc in calisthenics, apparentli tu the delit ev ol. Nor did we ses eur wurc til meni a wel rot evoluṡhun amazd curius gazerz.

The bweiansi ev spirit, trimnes ev port and decorum ev mannerz ev the beiz in the act ev cwitiŋ the calisthenic manuverz, and thar orderli, curteus wez in muviŋ of the staj, deun the steps, and aloŋ the ilz tu thar sets, brot grav

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but delited ecspreshunz upon the fasez ev mutherz and frendz alic. Nor les did the cwiet, redi we in hwich ech sat in hiz set, egerli wating hiz turn tu perform hwetever mit be assind him, plez thoz most interested. And, az ech in hiz turn, at the col ev hiz nam, dignifidli and with an ar ev importans, mounted the staj, formalli saluted the odiens, red hiz short essa, or spoc hiz declameshun, and then agen politli saluted the odiens and returnd tu hiz set, interest in our wurc did not lag until the last student had left the staj.

Then follod a resital ev the tabulz ev wets and mezhurz, and the resital ev tabulz and formulaz ev uther yusful thingz until, in this ecsersiz, the vizitorz wer scarsli les interested than the students themselvz. Then follod the reding ev a fu selecshunz in hwich wun ev the boiz did so wel wurc himself intu the condishun ev the othor ev the pathetic pes he red, that terz flod freli doun the checs ev meni, including even the old judj. Then follod the reding ev that selecshun from Bangs entituld, *Onward*, during hwich ol prezent semd tu fel the inspireshun ev him hu red and, in so duing, semd tu be groing intu an inseparabul part ev the scul.

Az I anneunst that the ecsersizez wer ended, the old judj, befor I had tim tu thanc the vizitorz for thar curteus attenshun tu the ecsersizez ev the students, and tu stet tu them that thar prezens had bin hili appreshiated bi us az a scul, aroz in hiz set and signifid that he wisht tu spec tu us. Hwarupon, I stated that the scul and the vizitorz wud sertinli be plezd tu lisen tu enithing hwich hiz enor, Judj Clarc, mit be plezd tu se, and tu afford him a better chans tu spec and tu be herd, I invited him tu spec from the restrum. He began hiz remarcs bi stating that, at nun, he and thoz hu cam with him, had lernd that the lediz ev the select scul (in hwich he wez gretli interested), wer, bi inviteshun, going tu attend, during that afternun, the

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ecsersizez ev the stuḍents ev the hiˈscul. Az the wer discusiŋ the matter, the concluḍed that the hiˈscul wez a plas tu hwich ol espeshalli interested in eduḍeshun mit go, and az he wez dspli interested in ol hwich related tu the eduḍeshun ev the yuth ev the land, he asct thoz hu wer with him, tu go with him doun tu the hol and, bi staiŋ duriŋ the ecsersizez ev the afternun, lern hwet the cud respectiŋ the condishun ev the scul. He stated that he wez the mor inclind tu vizit the scul becoz he had notist that sum larj beiz hu, upon the strst and in public plesez, yuzd tu be beisterus and trubulsum, wer les freewentli sen in public; and neu, hwen sen, the wer cwit efen carriiŋ bucs and rolz ev paper and wer cwiet and mannerli; that he wez incwizitiv tu no hwet, in thez beiz, had rot the chanj so much notist bi meni and hwet that influens hwich had bin instrumental in maciŋ the chanj, wez ledin them tu be. He then stated that neu that he had witnest sum ev the wurc ev the stuḍents, he better nod hwi ech wez interested in hwet he wez duiŋ; that he redili so heu activ minded beiz mit be interested in hwet the stuḍents ev the hiˈscul wer duiŋ, and that beiz engajd in such wurc az he so ol, duriŋ the afternun, perform, must, ev nesessiti, gro better and becum interested in thoz thiŋz hwich engaj the mindz ev gud sitizenz. He stated that, ev ol the ecsersizez ev the afternun, no uther plezd him so wel az that hwich constituṭed the calisthenic dril; that the maciŋ ev this calisthenic dril a prominent part ev the deli ecsersiz, wez duiŋ much in the enlarjiŋ and dissiplinin ev the mindz ev the stuḍents, az wel az in the impruvment ev the form and the helth ev the individualz; that, in eduḍeatiŋ, the intellijent, sistematic ecsersiz ev the memberz tu secur a proper development ev ech, the traniŋ, the dissiplinin, ev the bodi tu develop a proper fizec,—tu overcum deformiti, tu giv the stuḍent a wider ranj in the yus ev hiz memberz—mor decsteriti in the yus ev ech part—mor gres in muvment—

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mor digniti in port, iz a fæz ev scul lȠf hwich, in most sculz, iz tu much neglected. That treniŋ hwich duz most in developiŋ streŋ, simmetric bodiz, duz most in ecspandiŋ, streŋthiniŋ and balansiŋ the mȠnd—duz most in deveelopiŋ the individual intu that condishun nesessari tu mec him a gud sitizen and a yusful, polȠt, helpful nebor; that he wisht ol tu understand that he wez plezd with the literari performansez and with the uther buc wurc ev the afternun but, that he wisht tu emfasȠz hiz harti appruval ev that dissiplin hwich wez wurciŋ grat chenjez in the bodiz ev thoz under instrucshun, and in the meralz and mannerz ev thoz hu attended this scul; that he hopt the tȠm wez net distant duriŋ hwich everi educator wud fulli appreshiet the importans ev calisthenic ecsersȠzez tu develop, individualli and collectivli, the parts ev the bodi, tu develop simmetri ev the bodi and a grater yusfulnes ev its memberz. He farther stated that he wez plezd tu not in the students ev the hȠscul, a rijid dissiplin ev mȠnd hwich cud hardli fel tu stor the mȠnd with yusful thiŋz, tu develop the meral element ev the beiŋ and tu impart tu ol hu wer tharin trend meni ev thoz grasez hwich ar peculiar tu persunz ev cultur. He continud hiz remarcs bȠ the statment that he hopt that the wurc so wel thar begun wud be continud with unremitiŋ enerji and that the rezults ev the labor performd wud be ecsellensi in impruvment ev thoz under instrucshun and a larj patrunej ev the institushun.

The old judj cud descant upon the gud rezults ev fizical az wel az intellectual treniŋ, with marvelus gras, inazmuch az hiz larj, streŋ, simmetric, commandiŋ form evidenst the hand ev the scilful trener and wȠz dissiplinarian. Oleŋ with such calisthenics az he so us practis, he, in hiz pupilej, had bin drild in dansiŋ, becsiŋ and fensiŋ. And even at the tȠm Ꝑ rȠt, old dignitariz can be found hu delȠt in teliŋ ev the scil and decsteriti ev judj Clarc (curnel Clarc, az he wez cold bȠ thoz hu prezd him for hiz

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militari accomplishments and for hiz accomplishments in the athletic faz ev hiz lif), durin hiz erli manhud, in handlin the sord, and with hwet dignitariz he engajd in the gam ev fensin. So the grasful port, simmetric figur, swasiv, commandin ar and polit, convinsin spech ev him hu addrest us in thoz dep, ernest, pectral tonz caracteristic ev this noted orator and eminent jurist, wer, in hi degre, the rezults ev the fizical tranin hwich he resevd hwil under the tuishun ev the masterz hu tot him.

The judj concluded hiz remarcs bi stetin that he hopt tu be a frequent vizitant ev the scul; and I me her stet that, tho efen he cam, the vizit ev no uther persun wez so hili regarded bi tutor or pupilz az that ev the enorabul Peter I. Clarc. And hou much hiz prezens, hiz remarcs med from tim tu tim, and hiz stren simpathi for the wurc we wer duin, did in the development ev the scul and in widenin its influens, nowun can tel. The advantaj, tu eni coz, ev the prezens ev a stren, popular, virtuus man, cannot, bi the rulz ev arithmetic, be computed; nor even in aljebraic formula, can it be stated. The pouer ev such a wun tu reuz tu activiti and tu direct the wurc ev thoz in huz prezens he iz, cannot be estimated; and the influens upon al hu se that he lendz hiz prezens tu the favor ev the instituishun, even if he sez the lest possibul respectin hiz inclineshunz, cannot be set doun in figurz. Hou, then, du so meni hu cud, bi thar prezens onli du so much in the promoshun ev a wurthi coz, stand aluf hwil enest, fathful wurcerz struggul until thar enerjiz ar spent and the coz iz ded? Let me her submit that sinz ev omishun ar az grav az sinz ev commishun, and in the da ev recunin, in the balans the wil be az carfulli wed, and in judjment, wil be az severli past upon, az wil be eni sinz hwich mortal me wilfulll commit.

After the cloz ev the ecersizez, the techerz ev the select scul formalli complimented me upon mi sucses in

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manajiŋ the affarz ev a scul, upon the gud apperans ev the wurc dun bi the beiz, and in performiŋ hiz wurc, the cherful, plezin we in hwich ech discharjd hiz duti. In the cors ev remarcs, wun ev them stated: We no sumthiŋ ev yur wez ev guvernment and ev techiŋ; in our scul ar a fu hu hav bin yur pupilz.

Hwil the techerz wer addresiŋ me, I notist a fu girlz in a grup, coshusli chatiŋ and, apparentli anceshusli wetiŋ for an eppertuniti tu spec. Hwen wun ev the techerz signifid tu them that the wer at liberti tu spec, veri dignifidli the advanst with handz ecstended tu grasp min, and az the nerd me, ech, in that ar with hwich the wer wunt tu gret me hwen in district scul, in cler, cherful veis, saluted me, Gud evenin, master.—Then fellod worm ecspreshunz ev remembransez ev occurransez and senz in the dez duriŋ hwich we bor the relashun ev pupil and techer, ev the timz hwen the practist calisthenics az the beiz had duriŋ the afternun, ev the remembransez ev the delitful wocs and tocs in tim ev flouerz; ev efforts at artistic rediŋ—until wun ev the techerz urjd that dutiz at thar sculrum recwird them tu return thither.

Hwen the scul wez dismist, the beiz liŋgerd. Hwen the techerz and students ev the sslect scul had disapperd, sum introdust thar parents, sisterz, brutherz and frendz tu me, until mi sircul ev accwantansez wez enlarjd in direcshunz hwich alarmd me; for, in maciŋ accwantansez, I wez olwaz shi, and olwaz ferful that the number ev mi accwantansez mit be tu larj,—sins amuŋ the number mit be such az I wud not be wiliŋ tu fellosship—even if the muvd in the hier wocs ev sositi, and, bi the majoriti, wer recund first-clas persunz. But, the cordialiti with hwich ech addrest me, mad me sertin that the wer fulli in simpathi with the wurc I wez duiŋ and that the wisht me tu presper in mi undertaciŋ.

In a cind wa, sum ev the students folted me becoz the

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had not bin apprizd that vizitorz wer ecspected tu be prezent duriŋ the afternun. The stated that, had the nod that vizitorz wer ecspected, the wud hav drest for the occazhun and, in uther waz, wud hav prepard themselvz and thiŋz about the sculrum tu be mor in accordans with hwot focs mit ecspect ov thoz hu invit vizitorz. Tu such, mi replī waz, The hu vizited the scul tude, cam not tu se hwot clothz yu war, nor hou tastfulli yu can arranj the thiŋz hwich form parts ov yur sculrum; rather, the cam tu se hwot yu ar lerniŋ, hou yu act, hou yu ar trand, hwot yu can du, hwot yu aspir tu accomplish and hwot yu hop tu be. Ol ov this can be az ezili sen hwen yu ar planli drest az hwen yu ar arred in the most ecspensiv and the most godi attir. In fact, hwot the vizitorz ov this afternun wisht tu se, iz mor ezili sen hwen yu ar planli drest—hwen yu ar in yur everide clothz—than hwen yu ar drest in richest attir, embellisht with the best seil ov the telorz art and adornd with the most costli juelz. The cam tu se ov hwot cind ov stuf yu ar med and hou yu ar wurciŋ it up intu elements ov manlines; hwot yu ar duiŋ tu lus yurselvz from the throldum ov vis, bad practisez, evil thots and idulnes; hwot virtuz yu ar practisiŋ tu enlarj, impruv, refin and simmetriz the sol; hwot drilz yu ar practisiŋ tu overcum deformitiz ov bodi and tu develop in the bodi ov ech ov yu, simmetri ov form, ez and gres in muvment, and politnes in mannerz; hwot intellectual ecsersizez yu practis tu sharpen yur acumen, tu tren yu in rezuniŋ, tu develop the moral and the esthetic elements, tu abred asperitiz ov sol, tu mac yu yusful and agreabul men; hwot yur tutor iz duiŋ tu set, in the nichez ov yur beiŋ and in uncuth and vacant plasez, ornaments and juelz hwich, in yur carer az men, wil gres yu and hwich, if it folz tu yu tu hold hi pozishunz in sosieti, wil embellish ech ov yu az wun hu, in erli lif, haz bin trand, shapt, fashund and polisht bi the hand ov a master in the

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art ev cultur. I stated that, en eccazhunz lic this, nether the nor I shud war ot sav the simplest apparel, adjusted in the simplest, in the most communples, we.

But, netwithstandiŋ mi remarcs respectiŋ the plannes, the simplisiti, ev dres ev students and techerz, in the mornin folloiŋ, the shuz ev meni wer better polisht than I had ever sen befor, the linen wez hwiter, the clothz wer better brusht and mor netli adjusted, the port and men ev meni mor important and the addres ev ol mor rezervd, mor garded, mor respectful, mor studentlic. And, in this direcshun, most ev them rapidli progrest, until, in a fu wecs, netnes in dres, prid in port and respectfulnes in mannerz, wer dominant in the students ev eur scul. Tu apper wel in the sculrum, upon the strets or at eni ples the chanst tu be, wez a thiŋ studid bi ol. Ided, in this direcshun, so far did the go that, az I apperd in mi plen rustic dres, the contrast betwen pupilz and techer wez streŋ—tu streŋ tu be nutralli born bi sum ev them. For, wun mornin, in maciŋ mi teilet, I found mi buts, shuz and sliperz hansumli polisht, mi pants, vest, cot and hat netli brusht, mi shol and umbrella put in the best ev order, and a set ev nu tulz (brushez, etc.), in a ples handi tu cep them so. But, the tulz I rarli had a chans tu yuz. Tu mi effis and tu mi slepiŋ apartments, the dorz wer never fasend. Students cem and went az the wisht; and so leŋ az proper regard wez shon toward me and min, ech handuld hwet he wisht and az he wisht. Az a consecwens, ech mornin I found mi shuz netli polisht and mi clothz in ecsellent order tu war.

A fu dez after the vizit med bi the select scul, upon the stret, I met the old judj, hu cordialli graspt me bi the hand, and wormli greted me with meni encurejiŋ remarcs upon the wurc I wez duiŋ and the plezhur he had ecsperienst in witnesiŋ the wurc we performd duriŋ the afternun in hwich he and utherz, with the select scul, had

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vizited us. With spirit, he enterd intu remarcs respectiŋ dissiplin in the scul; ev the saluṭari effect it had manifested upon several sunz ev hiz relativz and accwentansez; that the cors Ꝑ wez pursuiŋ wez endȯrst bi the best sitizenz ev the villej; that, at the openiŋ ev the necst term, the bildiŋ wud be ful ev stuḍents, if onli Ꝑ wud resev such az wud be sent—so jeneral wez the dezir ev meni hu had beiz tu eduḍcat, tu ples them in a scul in hwich ech wud resev that treniŋ nesessari tu simmetricli develop the intellect and the bedi and tu instil holsum meralz and gud mannerz. He stated that, duriŋ hiz carer az judj, he had bin, in triŋ criminal casez, espeshalli casez in hwich the culprit wez yuŋ, so efen imprest with the noshun that, had the culprit, duriŋ childhud and beihud, enjeid, at hom and in scul, a preper dissiplin, he and hiz parents wud hav bin sevd the disgras ev his apperans az a culprit in a criminal cort and the pen and serro hwich fello meni hu apper thar; that tu much stres cannet be plest upon the valu ev a rigorus dissiplin cupuld with streŋ simpathi for the wec and weward; that that teher duz most for the stuḍent and for the stat hu, hwil thon sharpenz and streŋthenz the intellect, seduḍlusli and preperli drilz and dissiplinz the persun, tu develop a streŋ, simmetric bedi, handines in the yus ev the memberz, holsum meralz and gud mannerz.

Az tim past, applicashun for admishun ev stuḍents tu the scul, fellod applicashun, in such cwic sucseshun that sun it wez cwestyunabul hwether we had setiŋ capasiti for az meni az mit cum. The applicashunz ev meni wer refuzd becoz ev the yuŋnes ev the persunz hum the wisht tu send,—sins we emd tu hav in scul nun les, in ej, than ten yerz. Nor did we admit ol hu applid, even hwen the applicant wez mor than ten yerz ev ej; onli such az apperd tu be amenabul tu dissiplin and wurthi ev an eduḍcashun, becam, upon the jeneral condishunz ev the scul, stuḍents in the instituṭshun. But, upon espeshal consider-

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eshunz, at the beginiŋ ev the secund term, wer admited a fu hu wer trubulsum enuf,—sum ev hum, however, becam, after sever dissiplin, veri dilijent and veri ecsellent students and evolvd intu veri effishent and veri wurthi sitizenz,—a sampul ev hum standz out in mi mind in bold relef,—hu tude iz recund a veri intellijent, a veri thrifti, progresiv, influenshal, welthi sitizen. But, ev thez, wer a fu hu wer net so ezili transformd, tho the wer mor ezili coerst and mor tractabul hwil in the scul. A sampul ev thez, tu, I wel remember. He wez a lad ev forten hu had bin plest, at grat cost, in different privet instituŋshunz awe from hom. From thez, he persisted in efforts tu escep (and efen sucseded) until al consernd wer tird ev triŋ tu cep or tu coers him. Besidz, in sum casez, hwil retend, he behavd so badli that he wez so despizd and heted that hiz prezens in the scul wez net tolerabul. Then, tu, hiz persistens in refuziŋ tu studi had bin so streŋ that, at that tim, he cud scarsli red.

In arrenjiŋ tu tec the boi, I stipuleted with the parents that he shud net be alloud the privilej ev the strets, unaccumpanid, at eni tim; that, en mi we tu scul, I shud cal for him tu accumpani me tu hiz ples in mi rum; and en mi we from scul, he shud accumpani me tu the dor ev hiz fatherz hous; that the ecsersiz hwich he enjoid, sev that hwich he mit hav in hiz fatherz hous or in hiz doryard, shud be under mi supervizhun; that he, with me and with such utherz az I mit elect, shud practis such calisthenics az I mit prescrib tu afford proper ecsersiz and tu tend tu properli develop the bodi; and that, in al uther respects, I shud tret him az I thot proper.

The scem wuret wel. He, with utherz ev hiz ilc, wez so plest in the rum in hwich I conducted mi resiteshunz that he wez almost constantli in mi vu. For a fu acts ev disobediens, he wez so cwicli, so peremptorili and so severli handuld that sun he semd tu conclud that the cost

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ev disobediens wez mor than he cud stand; that, tu escap the penalti ev disobediens, thar wez net so much az a shado ev a chans. Nor wez thar a shado ev hop that the vizitesshun ev eni punishment hwich he merited, cud be a moment deled.

Tu sit in idulnes under the vu ev wun hu spedili delt him hwet he merited in eni offens he mit commit, wez, in itself, sever punishment—a punishment hwich, bi the moment, in the ces ev that activ minded, restles fello, grod wurs, until, in the cors ev affarz, in cwest ev relef from hiz distresiŋ condishun, he began tu interest himself in the wurc assind him. Encurejd in everithiŋ hwich he trid tu ritli du and aded in performiŋ enithiŋ in hwich he semd tu ned help, interest in hiz wurc depend, hiz industri increst, the progres hwich he med plezd him and wun from utherz prezez hwich tended tu lift him and tu stimulet him tu grater activiti and tu awec in him a dezir tu no and an abiliti tu properli perform. Sun, he becam pritti wel absorbd in studi and in the calisthenic ecserizez tu hwich he, so efen and so severli, wez subjected. Az he wurct az directed and consumd hiz tim in proper emploiment, he becam les restles and les pron tu acts ev badnes. In the cors ev events, he concluded that industri and obediens, in hiz ces, constituted the pris ev liberti—a pris hwich he wud strivv tu pe. Sun, the impruvment ev hiz condishun, hiz interest in hiz studiz, and the effishensi with hwich he performd the part assind him on eni public occazhun, attracted the attenshun ev meni and wun the prezez ev meni. And, aloŋ this lin he progrest, az loŋ az I remend a part ev the scul.

Sum feturz ev hiz persistens in trubul maciŋ and the disregard he had for the feliŋz ev persunz, for the secrednes ev plesez, and the fitnes ev timz, he shod, (olbeit tu hiz advantej and tu the advantej ev utherz ev hiz ilc, I wen), duriŋ chapel ecserizez in the third morniŋ after the lediz

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began tu conven with us for chapel servisez, in the rum in hwich the lediz stod during the eurz ev studi. Hwil mi partner wez reding a porshun ev the scripturz, I notist a slit shado ev turbulens at or ner the plas in hwich the boi sat. Az we aroz at the uplifting ev mi partnerz handz, I notist the chap, with a prob, jentli goding sum hu stud ner him; then a harder god brot a commoshun hwich I thot neded attenshun. Reching tu the shelf along the loer marjin ev the blacbord, I graspt the larjest ruler thar; cwietli but firmli desended from the restrum; past doun the il til within rech ev the miscreant; sezd him bi the collar; with him, pusht sum yung lediz from thar pozishun bi the sid ev a tabul hwich, during scul, the yuzd az a desc; bent hiz hed and torso forward until hiz trunc ecstended at ful length upon the tabul, and that part ev hiz humaniti hwich wud best sustan hwet I wez about tu inflict, wez prominent and in proper pozishun; and, then, with the big ruler, administerd tu hiz nedz until I felt shur that nether he nor eni uther miscreant hu witnest the acshun, wud, during prar, recwir ev me eni mor servis ev that cind. Tu the credit ev mi partner, let me stet that nether the cicing, strugling, and howling ev the boi, nor the upseting ev a fu charz, nor yet the loud hwacs ev the big ruler, stopt—nor so much az impeded—him in the wurding ev hiz prar. Rather, tho hiz voiz did cwaver sum and at hiz nez thar wez cwit sum cwacing, I thinc he toct the faster. But, for hwet he pred and hwether hiz petishun wez anserd, I no not; but, I am sertin that min wez. I veri distinctli remember that hwen he had sed amen, everi miscreant and everi uther member ev the scul, hwit az him, stud egzactli and trimli in thonz plas,—and thar, carfulli, ech remand until thon fulli herd the signal given tu go hens. Hwether the boi swet, or hwether I swet, I du not remember; but wel I remember that hwen first I luct at mi partner, he, not an inch remuvd from the sit on hwich he stud hwil preing, wez forsing

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hiz bandana we deun betwen hiz cellar and hiz nec, wipiŋ out a flud ev perspireshun, hwil huj dreps ev meistur wer uziŋ frem hiz fes, and espeshalli frem the areaz around hiz glariŋ iz, and frem hiz upper lip, and desendiŋ over hiz patriarcal berd. Nor les pal and sweti wez the ledi techer hu, duriŋ chapel ecsersiz, occupid a pozishun at mi rit. Over her brod fered and ful, cind, cumli fes, she muvd her hanserchif agen and agen. She nuthiŋ sed, but she luct—az wun hu thru grav trial, sad tribuleshunz, and leŋ, enerus laborz had just past; or az wun hu had just escapt frem—wel! frem sumthiŋ oful. Sev the leŋ, dep si bi the madam hevd, without utteriŋ a sound, ech techer past tu thonz on rum tu begin the wurc ev the de. Subsecwentli, eur matinz wer selem and pathetic and mi partner pred without disturbans. Thoz miscreants had lernd that, tho the ferd net God nor reverd the ples in hwich He wez wurshipt, yet in that chapel wez a peuer huz vizitesh unz ev justis upen ol offenderz, wez instantaneus, and olsuffishent tu met the dezerts ev the most nedi.

Yerz afterward, wun ev the ministerial students, hu stud ner the chap hwen he wez hweld and hu, bi the we, wez wun hu reseevd a jab ev the miscreants prob, in remindiŋ me ev senz hwich occurd hwen he wez a student in the hiscul, remarct that the hweliŋ ev that miscreant duriŋ prar wez wun ev the most rityus thiŋz he had ever sen performd in chapel; that sins he had bin in the ministri, he had nod cesez in hwich just that cind ev deliŋ wud hav accomplisht mor than the most fervent prar ev the most ityus sent,—inded, wud hav pevd the we for the effishensi ev the prarz ev the sents. I am the mor impeld tu stat this fact becoz that ministerial student haz grod tu be a dector ev diviniti, haz becum a man ev wid obzerveshun and gret influens, and becoz, befor he cem tu the hiscul in Flemiŋtun, he had bin a student in the Clavarac academi—then wun ev the most widli petrunizd and

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the best dissiplind ev ol the sculz ev secunderi grad in our land.

The arranjments with ol parents ev ecstrem casez, recwird that ech shud del, at hom, with thonz sun, in cas ev offens, az promptli and severli az the natur ev the offens recwird; that parents shud cooperat with thoz hu dissiplind in scul; and that the parents, in casez not entirli under mi jurisdicshun, shud del with a hand az hevi and a spirit az prompt and az unyeldiŋ az min. So, in eni cas, the hu incurd punishment at scul, hopt littul tu find simpathi at hom. Inded, in cas an offens woz alic agenst partiz at scul and partiz at hom, punishment from both sorsez woz sertin tu follo. So, az the miscreant abuv describd vud it, hiz cas me be sen in a collocwi betwen him and wun interested in hiz welfar, hwich collocwi ran thus:

Interrogator. How du yu lic yur tutor?

Student. O! he iz a devil — the veri devil himself, and mi parents ar not a cus better; the du just az he wishez them tu.

In. That iz tu se, he haz no order in scul and that ech ev yu duz az thon plezez, e?

S. No sir; in that scul, ol iz order; for me, thar iz tu much order; and for the slitest disobediens, the punishment iz cwic and olmost untu deth.

In. Then yu thiŋc the recwirments ev the students ar tu strict and the punishment for offens iz tu sever?

S. Hwi! we hav no liberti at ol.

In. For immuniti and redres, hwi du yu not appli tu yur parents?

S. Hwi! mi parents ar in leg with him: hwet he duz, the appruv. In ol thiŋz the cooperat with him. In cas ev punishment, hwet he advizez, the du. So, for offens, thar iz no chans tu escap punishment from ether ev them; I hav tu go rit aloŋ just az the se, or the consecwensez ar oful. In that scul, everi wun ev us haz tu to the mare,

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de and nit. For, duriŋ the de, the tutor sez ol hwich ech wun ev us duz; and duriŋ the nit, our parents ar ever wetchiŋ us.

In. Then yu du net lic tu be in the hiscul, e?

S. I lic tu be in the hiscul better than in eni uther scul I no; but, beiŋ in that scul, tu me, iz much lic beiŋ in hel.

Netwithstandiŋ the veri polit, the veri cordial, we in hwich he invariabli treted me az leŋ az he livd, I thiŋc, in hiz statments in this discors, he gav egzactli hiz opinyun ev me and ev hiz parents and that, in hiz estimeshun, the hiscul, az an instituṣhun, under mi manejment, stud hard bi, if net necst tu, hel. But, the seem practist, hwil it wez operativ, cept him out ev mischif, out ev crim, and out ev the handz ev the offiserz ev the lo. It did mor: It imparted tu him a neledj ev rediŋ, ev ritiŋ, ev arithmetic, ev jeografi, ev droiŋ and ev essa ritiŋ. In uther wurdz, hwil in the hiscul, he accwird a neledj ev thoz thiŋz hwich enabuld him tu be a mor intellijent criminal; tu engej in crimz ev an order hier than thoz hwich he wud hav essed tu practis, had he net reseevd that intellectual treniŋ hwich iz afforded in wel dissiplind sculz and that brush ev mannerz commun tu thoz hu hav bin students ev a gud scul; tu be, in the iz ev the offiserz ev the lo, les ecscuzabul for misdemenorz ev hwich he mit be gilti and, az a consecwens, befor the cort, for eni crim ev hwich he wez found gilti, tu resev a hevier penalti; and tu mor spedili run a mor infamus cors ev lif,—a cors hwich he terminated in a prizun in the stat ev Nu Yorc, befor he wez twentifiv yerz old.

The sever surroundiŋz ev ech ev the uther ecstrem casez, az sun and az effectualli impeld them tu studi, tu a neledj ev the contents ev bucs and tu a familiariti with meni uther thiŋz hwich beleŋ tu sculz and hwich fit students for effishensi az sitizenz and influens in gud sosieti.—Most ev them, tho cwit az unpromisiŋ at the beginiŋ, unlic him

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abuv described, muvd onward and upward,—sum intu tolerabul, utherz intu gud, sitizenship.

The spectacul we mad, az I past from hous tu hous, gathering up thez pesez ov ultra badnes, hu, az sun az the wer with me, semd tu be in the jolliest mud and in the merriest voisez, az the accumpanid me—sumtimz befor me, sumtimz behind me—but cwit az ofen bi mi sidz, holding tu mi armz and handz, or holding tu the armz or handz ov thoz hu woct lect armz with me, wez the subject ov comment ov meni. For, after a fudez ov accwentans, hwen in the sculrum or upon the strets, or upon outdor rambulz,—in climing hilz, in fording stremz, in surveing landsceps, in egzaminig jeografic areaz, in marcing the peculiaritiz ov cloudz and ov the sci, or in vuing and in admiring the butiz ov the seting sun; hwether in cwest ov plants we rovd, or in cwest ov enithing els hwich mit interest us, we apperd tu be a happi grup in hwich a cazhual obzerver mit hav inferd that gud feling and perfect ecweliti had ever rend. Inded, so gud wer the reports ov our outingz that, meni a tim, az we wer preparing for a rambul, a duzen boiz and az meni girlz, sot permishun tu accumpani us hwithersoever we mit go,—so much did ech ecspect that hwarever we wer, thar wud be oppertunitiz tu enjoi much. But, ov thar oppertunitiz tu enjoi, thez bundulz ov badnes wer veri jelus; so much so that ol wer veri unwiling that, on our rambulz, eni ov thoz hu accumpanid us, shud cum betwen them and thar tutor or in eni we shar, on ecwol futing with them, the chois thingz hwich happend along the we.

Ner the end ov the first term, order, cwietud and presperiti, in ol thingz relating tu that part ov the scul hwich wez then conducted in Liseum hol, wer so thuroli establisht that mi partner and the frendz ov the scul thot that, in everi particular, we wud better the condishun ov the scul bi ficsing the loer flor ov Liseum hol for the accommodeshun ov the yung lediz and the upper flor for the accommodeshun

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ev the yuŋ men, and then briŋ tugether, in the sem bildiŋ, the tu parts ev the scul. Bi this arrenjment, ecspens ev rent, fuel, and tim ev techerz mit be sevd and the yuŋ lediz mit be afforded better eppertunitiz in the studi ev mathematics and natural siens.

From the rum en the first flor, the sets and desces wer entirli remuvd and such uther chenjez med az wer neded tu mec it a mor plezin, convenient and testful hol. In lu ev desces, tebulz et fet leŋ and thre fet wid, provided with spashus drwerz and cuverd with hansum drugget, wer yuzd. Ov thez thar wer ten, arrenjd in tu roz in such a we that betwen the endz ev the tebulz in the roz, wez a wid il and betwen the end ev the tebulz in ech ro and the wol, wez a wid cerridor. In lu ev sets, we yuzd charz, ev hwich thar wer et tu a tebul,—for en ech sid. The wol acres the end ev the bildiŋ in hwich wez the restrum, wez blact tu be yuzd az a blacbord. So wez also the wol bi the sid ev the restrum betwen the end wol and the first windo en ech sid. Uther parts ev the wol wer huŋ with charts, maps, and hwetever els wez nesessari tu fasilitet progres in the accwizishun ev neledj. In the windoz wer testful shedz and such uther ficsturz az aded tu the ornetnes ev the apartment. The flor wez med az clen az sop and woter cud mec it and, at first entrens, ech techer and ech stuŋdent wez informd that so it must be cept,—that a defiliŋ ev the flor in eni we, wud be coz for ecspulshun and that even spars litteriŋz ev the flor with bits ev peper and the lic, wud be regarded grev offensez; that, in that rum, clenlines, order, netnes, cwietud and gud mannerz must be sedulusli practist bi everiwun hu dezird tu remen in eni we connected with the scul. And tu the credit ev ol—techerz, pupilz and vizitorz alic, let me se, so sedulusli wer thez orderz regarded that, sev wuns (the sen in the chapel abuv described), I never neded tu remind eniwun ev remisnes.

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Tu provid setiŋ rum duriŋ chapel ecsersizez for thoz hu cam from uther rumz in the bildiŋ and for thoz hu cam from thar on rumz in heuzez in hwich the borded, benchez wer plest agenst the wol in the corridor acres the rer ev the rum and agenst the wol in the corridorz hwich ecstended from the corridor in the rer ev the rum tu the restrum. The leŋ lin ev benchez thus arrenjd, ecstendiŋ aleŋ thre sidz ev the rum, afforded setiŋ spes for net a fu. Then, az the corridorz wer wid, tu pas in tu thez sets and aleŋ in frunt ev them, wez ezi. Accordiŋli, neizlesli the students gatherd for chapel and neizlesli and without croudiŋ, rushiŋ or eni uther muvments hwich mit be regarded acts ev bad mannerz, ech past eut tu go directli tu the rum in the bildiŋ in hwich thon wez ecspected tu remen duriŋ the seshun, or tu thonz rum in the heus ev the famili with hum thon borded.

Ev the lediz hu sat at the tebulz, az thoz hu occupid charz on the sid nerest the entrans tu the rum, at ol timz fast the restrum, tu be in pozishun tu attend upon chapel ecsersizez, the neded onli tu muv thar charz bac a littul from the tebul; hwil ech ev thoz hu sat upon the oppozit sid ev ech tebul, neded onli tu turn the bac ev her char tu the tebul, tu be in pozishun tu fes the restrum. So, in arrenjiŋ for chapel, fu and cwiet wer the muvz the med.

Thoz lediz hu studid and remend, ecseptiŋ duriŋ chapel and resitashunz, in thar rumz in the heuzez ev thoz with hum the borded, sat, duriŋ chapel, upon the benchez plest in the corridorz.

The arrenjments hwich did so wel in accommodetiŋ the students duriŋ chapel, anserd ecwelli wel tu accommodet them and vizitorz duriŋ the periudz duriŋ hwich literari ecsersizez wer performd, and duriŋ eni uther periudz duriŋ hwich ol the memberz ev the scul neded tu assembul in wun rum. However, efen, duriŋ the afternun ev Wenzde, the periud duriŋ hwich the students red essez, declemd or

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red selecshunz, revud tabulz ov wats and mezhurz and tabulz ov thinz and formulaz yusful tu ol in the affarz ov bizzi lif, tu afford setin for vizitorz, ecstra benchez wer carrid in until the corridorz wer ful, and charz wer plest in the il betwen the roz ov tabulz until that spes wez ful. But, az ful az the rum so ofen wez, a croud, or a jam, or enithin lic boisterusnes or an ecshibit ov bad mannerz, never occurd. Order, decorum and cwietud so caracterizd everi act ov everi student that vizitorz, in folloin the egzampul set bi memberz ov the scul, did ol thinz in strictest propriati.

The acseshunz tu our scul at the beginin ov the secund term, sweld the rol tu about a hundred and forti. Thoz hu cam at this tim wer mostli yun wimen and yun men (sum ov them, however, wer not veri yun) hu, cumin from a distans, borded in the villej; or els, hu, from thar homz (in sum casez, az much az fiv milz awa), rod or woct tu the villej in tim tu attend chapel at 8.45 oclec, a. m., and then, after the cloz ov scul, at 4 oclec, p. m., rod or woct tu thar homz agen. Amun thez wer meni hu had bin much in scul—ether in district sculz or in sculz ov hier grad. Ov thez, several had servd az techerz—in district sculz or in sculz ov hier grad. So, we had material hwich divided wel intu interestin clasez; wimen and men hu wer handi with bucs, yuzd tu studiin, deziirus tu lern and awac tu ol hwich wez pasin; students hu wer capabul ov comprehendin hwot wez submited bi thoz hu tot them and dilijent in discusin and setlin eni topic tu hwich thar attenshun wez cold. Ov thez, az a profeshun, or lif wurc, sum had the ministri in vu (ov hwich number wun wez lisenst tu prech), sum had the lo, sum medisin and sum techin, hwil sum had in vu onli a thuro educeshun in thoz branchez hwich help tu mac everi persun hwot everi gud sitizen ot tu be—intellijent, polit and effishent in ol thinz and handi in the discharj ov everi duti hwich me be a part ov naborship.

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Az the assembliŋ ev ol parts ev the scul in wun bildiŋ, favord a mor thuro classificeshun ev the stuŋdents and, az a consecwens, alloud mor tim tu the instruceshun ev ech clas, ech teeher did better wurc and a del mor ev it than thon had hithertu dun. Mi partner neu organizd a clas for beginerz in Latin; tu a clas hwich had bin studiiŋ Latin a fu munths, acseshunz wer med; tu the clas studiiŋ *Cæsar*, meni wer admited; olso, tu the clas studiiŋ *Cicero*, and tu the clas studiiŋ *Virgil*, several wer aded. Ov Grec, thar wer fu stuŋdents. A fu lernd ev him tu red and spec Jerman. Then, in driliŋ stuŋdents tu spec, red and rit Iŋglish, he spent much tim. The teeher ev French, droiŋ and pensiliŋ, Mis R. A. Higginz, neu found mor wurc tu du. The teeher ev muzic and pentiŋ, Mrs. E. J. Higginz, at the heus ev mi partner, wez neu engejd in giviŋ lessunz tu meni. Mis Tempsun, that fethful wuman pezzest ev so much versatiliti in the art ev techiŋ, neu manejd larjer clasez in the Iŋglish branchez, and mor streŋli ferd the zel ev ech wun tu du the best wurc possibul.

The techiŋ ev aljebra (in the studi ev hwich wez a primari clas, yuziŋ *Devizez elementari*, and an advanst clas, yuziŋ *Devizez Bourdonz*, aljebra), jeometri, trigonometri, menshureshun and surveiŋ, occupid much ev mi tim and afforded me much delit. In the studi ev thez subjects, meni becam much interested and in the accwizishun ev a noledj ev the prinsipulz, and in handines in the practisez hwich follo tharfrem, several med veri commendabul progres. Ov ech stuŋdent studiiŋ thez subjects, much wurc wez recwird—in the yus ev the ruler, dividerz, protractor, cwedrant, cumpas, theodolit, etc. Thus, ech becam handi in appliiŋ hwet thon lernd tu the commun affarz ev lif. Wurc, in the feld, with the cumpas and theodolit, gretli reuzd meni tu a studi ev the hier mathematics.

But net tu the neglect ev arithmetic, did we pursu the studi ev the hier mathematics. In the hiscul, mor than

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in eni uther scul I hav nod, wez a dep interest tecen in arithmetic—mental and riten. In mental arithmetic, the presizhun and clernes with hwich meni ev the stںدents discust netti, complecs and complicated preblemz, evidenst net onli the tranin ech had resevd in this veri profitabul (but neu sadli neglected) ecsersiz, but, az wel, the cweliti and strenth ev mind ev thon hu performd the wurc. Thru the labirinthin cors nesessari tu pas in the solںدshun ev sum ev the complecs preblemz in mental arithmetic, so deftli did sum ev them hold the torch ev rezunin that, az the past, everi angul, everi curv and everi nich ev the mazi, windin we, from beginin tu end ev the solںدshun, wez so thuroli illںدminated that the hu wer abul tu follo, most convinsedli rested, immuvabli, upon the concںدzhun recht.

In hier arithmetic, in hwich, az a tecstbuc, we yuzd *Grenlefs nashvnal*, wez a clas in hwich nerli ol hu wer engejd in the studi ev aljebra, jeometri, survein, etc., deli resited. Than wez ecshibited bi the yun wimen and yun men hu resited in this clas, mor enthںدziazum, mor emںدleshun, in eni clas in arithmetic, I never so. No part ev the haf eur assind tu this clas, past venli yuzd. Plezin inded ar the remembransez ev senz in the performansez ev thoz hu wurct in this clas.

In anatomi, fizioloji and hijien, a clas wez formd tu occںدpi the tim from 11 a. m. til 12 oclec ev ech de. In this clas wer about twentifor yun men. A short lectںدr, dissecshunz, demonstreshunz and wurc with the microscop, constitںدted the chef wurc ev the tںدtor. Az a tecstbuc, we yuzd *Cvtterz* hier wurc, hwich, at that tim, wez thot tu be the fulest and best tecstbuc in the yus ev sculz and collejez. Az a gid in eur studiz, so far az it went, it servd us wel; but everi de we found eurselvz far beyend the limits ev eur buc,—in practic wurc hwich reuzd tu a hi degre, the activiti ev mind and bedi ev everi member

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ev the clas. Tu gid us in esteeloji, we had a complet sceletun ev a human beiŋ and parts ev uther sceletunz ev men. In comparativ anatomi, we had—wel, I cant remember hwet we had—sceletunz ev eni animalz or parts ev an animal hwich eniwun brot, til scars rum enuf cud be found tu contan the bonz. Drid spesimenz ev parts ev the human bedi, ev organz or grups ev organz veriusli prepard, and ev medelz med tu sho sum particular organz net ezili dissected or tu smol tu be ezili handuld—az brot from mi collecshun,—wer olwez in plenti in the sculrum. Dissecshunz ev cats, degz, rabbits, etc., bi the tutor and bi the students, led tu a noledj ev the muscular, arterial, venus, limfatic and nervus sistemz and tu a practic noledj ev the mor important internal vissera; hwil a fu vivisecshunz ev degz and cats lifted the vel hwich had hithertu shut thar iz from vu ev the mor vital organz hwil performinŋ thoz fiziolejic funcshunz hwich ar parts ev lif; that vel hwich, under ordinari sircumstansez, prevents ol from the egzaminiŋ and handliŋ ev the several inner organz hwil the ar performinŋ fiziolejic funcshunz,—from the egzamineshun and handliŋ ev the hart, hwil it, bi its bets, propelz the blud thru the arteriz; from the egzaminiŋ ev the luŋz hwil, in the act ev brethiŋ, the eerat the blud;—from the vuiŋ ev the stumac and intestinz hwil, in the act ev dijestyun, the convert fud intu tishu-maciŋ elements.

Hwen a vivisecshun had enebuld ech member ev the clas tu se and handul the luŋz in the act ev brethiŋ, the stumac and bouelz in the act ev dijestyun, the hart and arteriz in the act ev sirculetiŋ the blud;—hwen ech student had held in hiz hand the hart ev a deg hwil betiŋ, tu not the muvments ev the several parts ev the organ in its wure ev forsiŋ the blud out ev the rit ventricul intu the pulmonari arteri and thru it tu the luŋz, and out ev the left ventricul intu the aorta and thru it and its branchez tu ol uther parts ev the bedi;—hwil, az he held the betiŋ

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hart in hiz hand, he so, siŋcronus with the bets, the boundiŋ ov the arteri and the pulseshun in it, muviŋ from the hart, thru it and thru its branchez, tu the distant parts ov the bodi, he realizd that he woz inded a student ov fizioloji and woz, in a practic wa, lerniŋ meni thiŋz hwich form parts ov the misteri ov lif.

The compound microscop, then a rar instrument, the yus ov hwich woz olmost confind tu a fu veri hili trend students ov natural histori, woz, in the techiŋ ov this clas, in olmost deli yus and in the handliŋ ov it, meni ov the students becam cwit profishent. Tho, formalli, the wurc ov this clas ended at nun, seldum did the mor dilijent ov the students lev the rum until ech had med a thuro revu ov the wurc dun and ov the material yuzd in the lectur and left upon the tabul tu be plast awa later in the da. Inded, tim yuzd in this wa ofen prevented students from getiŋ dinner; and ofen left sum in condishunz hwich provoct scoldiŋz from meni.

Ov mi recollecshunz ov events ov the secund term in the hiscul, fu thiŋz ar mor vivid in mi memori than insidents hwich happend bi the wa, in wocs, after scul or duriŋ Saturdaz, tacen out ov the villaj, for ecsersiz or for viŋ. Tu accumpani me wer olwaz girlz and boiz hu, in advans, had asct permishun or hu, in wotchfulnes, wer aŋcshusli wetiŋ for an oppertuniti tu accumpani me in mi rambulz over the hilz hwich, from the north and west, overluc Flemiŋtun and that part ov the plan ov the Raritan hwich iz scirted on the south bi the Sourland mountin and the marl hilz ov Monmuth and on the est bi Nu Yorc ba and the hits ov Hobocen. From favord sits on thez hilz, over this plan, in ecstasi wa hav gazd. In snotim, befor us ecstended a winter sen az grand az wun mit wish. And in the tim ov a foliŋ sno, tu luc from eni ov thez sits, thru the jentli desendiŋ snoflacs, out over the plan, and doun upon our villaj, woz plezhur, ecscwizit plezhur, in-

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ded. Then, in ces we wer let in returniŋ and, er we desended the hilz, the stret lamps ev eur villej wer burniŋ, thar lurid lit thru the snoflecs struliŋ, med the sen enchantiŋ and rot in thoz hu beheld it that delit hwich cumz ev pensivnes and traŋcwiliti.

From eminensez en thez hilz, we had a birdz-i vu ev Flemiŋtun. In the distans, over the plen, perd up meni a spir. Wudland and lon, hil and del, villej, hamlet and farmsted, variegated the landsceep and, in the sen, wer elements ev buti. Tho eft we luct over this plen and fu wer the points in it hwich we did not no, yet fresh az morniŋ wez this landsceep az efen az we vud it. Nor did it matter from hwet point we med this surve; for, tho attractiv ebjects wer lest tu vu from sum sits, from thez sem sits uther feturz, cwit az delitful, apperd. So, in eur rambulz, turn hwich we we wud, befor us wer thiŋz tu delit, tu instruct, tu eespand, tu refin. Jeografiali considerd, az wel az in the aweceniŋ and deveiepiŋ in ech student ev the esthetic element, the valu ev thez rambulz cud net be set deun in figurz. From everi point, the effect ev vuiŋ ebjects from hits and from distant points, wez discust and lessunz en the fizical feturz hwich constituted the seneri, tho the wer onli conversashunz betwen tutor and students, wer given. So, in ech, wer teciŋ rut thoz groths hwich, in after yerz, wer cold fizical jeografi and jeeloji.

Tu mec eur rambulz mor interestiŋ and mor instructiv, efen we had with us thermemeterz tu enebul us tu not the declin ev temperatur az we assended hilz and *vice versa*, and a theedolit tu establish the direcshun ev ebjects from the point ev vu eccupid, thar distans awe, thar distans from ech uther, etc., etc.

The literari ecsersizez ev eur students attracted the attenshun ev meni. So, ev vizitorz tu her the rediŋ ev essez and the declamiŋ or rediŋ ev selecshunz, efen thar

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wer net a fu;—inded, tu hav a ful heus duriŋ the afternun ev eni Wenzde, wez net a surpriz. In fact, did rumor tel the frendz ev the scul that such or such a student wud red an essa entituld so, or so; or that such or such a student wud declem or red such or such a selecshun, the heus wez so ful that efen setiŋ rum cud net be securd.

In conductiŋ the literari ecsersizez, mi partner, hu, in this lin ev teching, found espeshal delit, and hu, tu impruv everi student ol he cud in the art ev deliveri and in orthoepi, tuc veri gret penz, sat in the sentral part ev the il, far bac frem the sentral part ev the restrum. In this pozishun, percht upon a hi stul, he ezili surved the restrum and eniwun hu wez en it,—wez in pozishun tu not everi muvment ech student med hwil redin or declemin, tu catch the badli pronounst wurd, and tu test the loudnes, clernes, and flecsibiliti ev the veis ev thon hu utterd,—at ol ev hwich thiŋz he wez veri gud. Bi him meni ev the students liet tu be critisizd; for, az a critic, if eni gud apperd in a performans, he cud az clerli sho it up tu the advantej ev the student az he cud, tu the shagrin ev eni sluvenli student, sho the folts he had and the blunderz he med.

Tu fre him frem everithiŋ sev the wurc ev a critic, I wez dumd tu be percht up in a hi arm char in such a pozishun en the restrum az wez regarded best, tu col frem a list plest in mi hand, the nem ev thon hu wez tu perform, and tu be in proper pozishun tu resev the saluteshun ev thon hu red or declemd, az thon assended the stej. Az the flor ev the restrum wez egzactli az hi az the teps ev the tebulz yuzd in the rum, I wez in ful vu ev ol in the rum and mi pozishun, becoz ev this conspicuusnes, wez tu me veri uncumfortabul, inded. For, thus pozishund, everi muv I med, and everi wun I did net mec hwen I ot tu hav med wun, az wel az everi emoshun hwich I ecsperienst, wez ezili noted bi everiwun hu luct at me. So, the wurst stran I sustend and the wurst netliŋ I resevd

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in eni matter relatiŋ tu the scul, wez the occupiŋ ev that big arm char duriŋ the afternun ev Wenzde ev ech wec.

Az mi partner handuld hwetever wez red or declamd and az he wez responsibul for ol thiŋz relatiŋ tu the literari ecsersizez, I nod littul, if inded, enithiŋ, ev the matter tu be red or spocen bi eniwun, until I herd it from the restrum. With the matter ev hwet wez red or declamd, I wez efen severli shagrind. Cwit az efen, I wez much amezd; and net rarli, I wez convulst with lafter. That a man az grav and az sinser az mi partner olwez semd tu be, shud let a student red or spec from the stej hwet we efen herd, olwez gratli puzzuld me. That in hiz manejment ev thez ecsersizez thar wez eni harm, I du net men tu impli; rather, onli that I olwez feld tu se hen so sedet and grav fest a man az he olwez wez, cud encuraj, or even tolerat, meni thiŋz hwich he past az oltugether proper and fitiŋ tu the ples and tim. The mor so, becoz ev the fact that, az hartili az eniwun els mit laf at the matter ev an esse or a selecshun, or the manner or acshun ev a student hwil upon the stej, he sat percht upon hiz hi stul, az erect, az sedet and az glariŋ az an oul.

Tu be punisht bi the rediŋ ev meni ev thez nonsensical essez and the declameshun ev meni ev thez irritatiŋ selecshunz, mi pozishun cud hardli hav bin wurs. For, pozishund az I wez, the effect ev the rediŋ ev this nonsensical matter, az wel az that ev everi blunder in the rediŋ ev it and everi blunder in cumiŋ upon and desendiŋ from the stej, wez, bi ol, clerli red in mi countenans. So, az plezin az the ecsersizez semd tu be tu ol utherz, tu me the wer a veri bor,—hwich, in itself, bi the we, wez, I suppoz, plezin tu meni hu nod hen sensitiv I wez and hen gratli I dreded tu be percht up in that char in ful vu ev ol hu mit gez at me. Inded, the harti lafiŋ hwich attended or follod the rediŋ ev sum nonsensical esse or the declameshun ev sum fulish selecshun wez az much, I suspect, attributabul tu

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hwet the lisenerz red in mi countenans and manner ev siting, az tu the wurc ev the student hu performd.

Amung the notwurthi senz hwich, upon the stej, rot me tu the hiest degre ev confuzhun and displezhur, I me menshun a ces in hwich the student wez about sics fet tol and wed about a hundred and ninti poundz. He had attend tu the ej ev twentitu yerz; but luct much older. Rufhun, angular, portli, and neglectful in the adjustment ev hiz attir, and ocward and hedles in hiz muvments, he apperd, in no respect, lic a student, nor even lic wun hu wud car tu be hwar students or pepul ev cultur ar. In fact, he began tu attend scul drest in the overshirt and overolz in hwich he huset corn. But, frank and enest harted, plen and domestic in everi apperans, uprit in ol hiz biznes transacshunz, never attempting tu pas for mor than he wez wurth, unfand in hiz deling with ol, he wez gretli respected bi ol hu nod him.

Parentles and penniles from erli childhud, he had strugguld with adversiti in untold wez. But, muvd bi a streng luv ev rit, an ernest dezir tu du tu everi cretur az he wud that that cretur, under lic sircumstansez, shud du tu him and a determineshun tu ern an enest living and tu liv soberli and virtusli befor ol men, he had so sterd hiz bot in lif that he had mist the hwirlpulz, the recs beneth the surfes, the sholz and the cwicsandz, hwich pruv elements ev destrucshun tu so meni hu embarc upon the se ev lif with mor premising crafts and apparentli, with mor abiliti tu manej them. Pur tho he wez, ol nod that he wez rich in that he had hwetever he wisht; that hwet he wor, he had ped for; hwet he et, he had erud.

From erli childhud, az much az he cud, chefli during winter, he had attended district scul, and tharin had bin trand tu gud mannerz and ecsersizd in reding, riting, arithmetic, jeografi, grammar, etc. In arithmetic, he had mad mor advansment than in eni uther studi. In fact, for

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arithmetic he had a veri grat liciŋ and in wurciŋ arithmetic problemz he had consumd the ourz ov meni an eveniŋ hwen he woz not attendiŋ scul. Inded, in the purches ov wurcs on arithmetic, he had spent meni a dim. In hiz collecshun wer the wurcs ov almost everi othor on this subject ov hum he had herd, and in the studi ov them he had ploded, duriŋ eveniŋz ov spriŋ, summer and otum, after he had wurct al de in the feld or in the barn, or in the forest, or with a tem upon the rod, until he nod everi difficulti in the solushun ov everi problem in ech wun ov them. Nor had he confind hiz wurc ov netti arithmetic problemz tu the discusiŋ ov such onli az he found in bucs; in the naborhud in hwich he livd, he woz regarded the fello hu cud selv eni arithmetic problem hwich eniwun mit offer and tu him wer sent hwotever difficultiz, in this lin, eniwun met—even techerz ofen consulted him and for the servis renderd, ofen the prezd him much.

Scarsli les laboriusli had he plid hiz mind tu the studi ov jeografi and grammar,—til he cud anser almost eni cwestyun a techer in a district scul wud ask.

Erli in hiz tenz, he bargind with the persun for hum he wurct, tu hav, in the hous, a rum tu himself, so that, in it, he mit hav a ples for hiz bucs, paperz, etc., and a cwiet ples in hwich tu spend hiz eveniŋz in rediŋ, studi, etc. Afterward, with humsoever he wurct (and he seldum chanjd hiz ples,—thre timz onli, if thiŋc), in hiriŋ, a condishun in the bargin provided for a rum sacred tu him and hiz collecshun ov bucs, paperz, etc. So, better far than the averaj ov yuŋ persunz, had he yuzd hiz moments ov lezhur; nor cud a scolarli persun toc with him a minit without notisiŋ the fact.

Az did several uther memberz ov the hiscul, this fello borded himself. Duriŋ several yerz, ov hiz wejez, from munth tu munth, he had savd hwot he cud, tu hav in purs tu defre ecspensez, if ever it happend that he mit attend

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a scul in hwich he cud pursu a studi ev the hier branchez,—til, in hiz purs, wez enuf, if frugalli yuzd, tu support him in scul duriŋ the spes ev tu yerz. Az neu a sutabul scul wez within ezi rech (les than a mil frem the farm upen hwich for thre yerz he had wurct), he consevd that he mit better, at the beginiŋ ev the secund term, arranj tu giv hiz undivided attenshun tu studi and tu such thiŋz az belen tu students. Ölredi he wez provided with a rum (the persunz with hum he livd beiŋ entirli wiliŋ for him tu retan hiz rum after he cwit seriŋ them); tu secur culinari implements, and the stuf tu cuc, wez ol hwich yet remend tu establish him in hiz bachelorz hol, tu sun becum a ful fledjd student and tu muv, bi rit ev hiz voceshun, with such az he had leŋ wisht tu be.

Az he had olwez wurct az a farmer and az he had olwez livd az the most frugal ev farm handz, hiz clothz wer med ev the corser cindz ev stuf and lus enuf tu allen him tu muv in them without danjer ev burstiŋ of the buttunz, or chefiŋ him hwen he muvd—if, ided, the tucht hiz scin at eni uther peints than thoz from hwich the wer supported. At scul, and at eni utherples hwen net engejd in sertin cindz ev wurc upen the farm, he wor a hi (stov pip) hat (net olwez slecli brusht), the rim ev hwich wez wid and efen turnd up a littul behind. Hwen leŋ worn, in plesez, the har beiŋ worn of, spets ev the culor ev the lit cloth tu hwich the fur had bin glud, contrasted fantasticli with the surroundiŋ darcer ereaz hwich yet had net so far yelded tu the abrediŋ influensez ev yus and tim. Öfen, ner the tep, wer net a fu holz and, holdiŋ the tep tu the creun, wez efen a lin ev stitchez, sumtimz ev hwit thred, hwich ecstended cwit around; or, if the lin ev stitchez ecstended net far enuf tu hold the tep deun, at a flirt ev the wind or a cwic muvment ev hiz hed, az a claper, the tep wud riz and fol, or els, rusul in the wind,—ether ev hwich disturbd him net a bit. Hiz cot, ev that pattern then stild

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sac—from its rezemblans tu a cemmun sac or bag—lus and leg (doun tu hiz nez), wez, az a rul, buttund at the top. A wid cellar (hwich wez net olwez hwit) hwich ensirculd hiz leg, thic nec, betwen hiz brod, lus cot cellar and hiz big, hi hat, wez the onli part ev hiz shirt hwich wez vizibul; for hiz overlaping vest, ornamented with tu roz ev bras buttunz, wez fasend from the bettum tu a sit clos up under the chin. Hiz lus pants hung about hiz legz in plets and foldz, and over the teps ev hiz buts, in festunz. Hiz fet, leg and brod, tho it tuc a del ev-lether tu cuver them, wer in buts the big legz ev hwich, olwez encasing the legz ev hiz pants, ecstended cwit tu hiz nez. Then, with a can he wect, efen nerli az leg az himself and mostli veri thic and veri streg. Tho a veri onest, plezant, homli fes he had, and tho veri cwietli and unostentesheusli he muvd over the pavments az he past thru the toun, az he cem up the stret, the littul girlz and the littul beiz az wel, cwit az sun az the so him cuming, began tu go tu the sidz ev the wec or upon the curbston, and bi the tim he recht them, the wer entirli out ev hiz we.

The veis ev B, az we me col the caracter abuv describd, wez dep and gutteral at ol timz. But, hwen a littul mor solem than yuzhual he felt, and hwen he dezird tu ecspres hiz noshunz a littul mor forsibli, or a littul mor patheticli, a pectoral sound he utterd hwich, dep, cwavering and rezonant, semd tu start from sum ples awe doun in him; sumtimz, from sum ples awe doun in hiz big buts or in the sellar beneth him. And yet hiz veis wez net harsh nor offensiv; rather, it wez pathetic, wining and asswejing. For reding about such an essa az he wez wunt tu rit and for declaming about such a selecshun az he wez wunt tu mec, it wez the veri thing; tu order, a mor sutabul veis cud net hav bin med. Az it ishud from hiz meuth in that sinser, angular, nebbi fes med grav bi hevi darc breuz and a halo ev thic, cors, darc breun har hwich, tu inchez

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long, ech har in its on direcshun brisling strat out tu the veri end, tho, on important occazhunz, grezd and comd intu a topnot, effectualli it rouzd tu attenshun ol hu herd and stird tu angcshus ecspecteshunz the most apathetic.

After afflicting me from tim tu tim bi reding essez hwich, in thar natur, semd tu hav bin prepard az moral lecturz for ol ov us, but hwich, at everi point, temd with elements hwich stird the rizibiliti ov everiwun hu herd, wun afternun, at the col ov hiz nem, he, in hiz saluteshun ov me, az he cam upon the stej, veri gravli and with everi peculiariti ov manner and dres hwich caracterizd him, and a littul mor aglo than I had ever sen him, veri profoundli boud; then, with mor ar ov importans than I had ever sen in him, az, sloli and deliberati and gravli, he turnd tu fes the odiens, az profoundli he boud hiz saluteshun tu ol in frunt ov him. Cweriing the most intensivli hwot he mit intend tu spec, sloli I lifted mi iz up hiz bac, until the recht hiz brod shirt collar, at hwich point in spes and tim, from the veri depths ov hiz inflated thoracs, if not from hiz buts and the spes beneth the flor on hwich he stud, cam a vois, uttering the them, *Hwen I men tu marri.* The thing stund me a littul, I no; and I thinc it did several in the odiens,—espeshalli the clerjiman hu wez the pastor ov the church ov hwich B wez a member. But, in tim tu met emerjensiz, reacshun ensud and I wez, or, at eni rat, I thot I wez, in condishun tu manej hwotever mit demand mi servis.

Thru the first ov a long seriz ov stanzaz ov the mizerabul, sicening doggerel, hwich had latli apperd in sum nuzpaper, he wurct hiz we tolerabli wel. So intent wez I in notising mi on felinz that I me not hav sen clerli the culor ov the fesez intu hwich I luct. But, az I so thinz, crimzun and pallor—espeshalli in the fes ov the clerjiman, in the fes ov hiz wif and in the fesez ov meni ov the mor dignifid matrunz and medz prezent az vizitorz—had never befor bin so strongli contrasted, nor, in eni ces, had the wun so

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cwicli sucseded the uther. In hiz wurc with the necst stanza, sun he folterd; then he entirli stept. Hiz prompter, confuzd and confounded, fald tu supplie, from the copi with hwich B had provided him, the neded wurd and ev hiz prompter, severli, he asct sum cwestyun. Az the affar, at the beginiŋ, in mi estimeshun, wez bad and non wez rapidli groiŋ desperat, in an underton, I told him that he mit better lev the stej. But, tu lev the stej until he had sed hiz pes, he did not intend. The pes, in hiz estimeshun, had merit; he had selected it, and from the restrum it must be sed. Tu prompt himself, out ev hiz vest pocet he fumbuld a rol med ev the loŋ slip (mor than a colum in leŋth), hwich he had cut from a nuzpeper, unrold the strip til he found the wurd he neded and then wurct hiz we, in grater ernestnes and deper tonz than befor, thru that stanza and intu the necst until, agen, he folterd, and stept,—hwarat, he farther unfurld hiz rol til he found the wurd hwich lust him at that point, and then on he utterd til agen he boct. At this juŋctur, in an underton, but mor urjentli than befor, I advizd him tu go tu hiz set. But, suner than he herd mi veis, bi referens tu hiz rol he wez lust agen and in tonz hwich, in point ev pethos and sinseriti, wud hav muvd eniwun not pruf agenst morbid sinseriti, he wurct hiz we aloŋ tu anuther holt, hwarat, sharpli I, sed, Sit doun. Tu mi surpriz and ineffabul shagrin, hwil stil luciŋ intentli upon hiz peper, he, rechiŋ a char hwich wez behind him on the restrum, plest it az ner tu me az possibul, so seted himself upon it that he az nerli fest me az he did the senter ev the odiens and proseded tu red, in tonz louder, mor pathetic and mor ernest than befor, from hiz peper, the remander ev hiz loŋ selecshun. Hiz prompt obedens ev mi order without cwitiŋ hiz wurc, the pozishun he tuc tu prosed in hiz wurc and hiz deliberat, ernest and consecwenshal prosedur tu complet the deliverans ev hiz selecshun, broc the spel hwich, hithertu, had bound ol,

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vizitorz and stuḍents alic, and ech gev vent tu thonz feliŋz in the hartiest lafter. Even mi grev partner laft so hartili that, tu cep from folin of, he wez oblijd tu get doun from hiz stul. But, in the fes ev ol this lafter, B, in pectoral tonz, selemli red tu us hiz sicenin doggerel, tu the end ev the veri last stanza on hiz veri lon paper,—emfasizin, az he past alon, particular wurdz and frezez, with a significant muvment ev hiz hed, or an important erecshun or uther consecwenshal muvment ev the bodi. Hwen dun redin, B deliberatli rold up hiz paper, plest it in hiz vest pocet, dignifidli roz and plest hiz char hwar it wez hwen he got it, salyted me veri profoundli, and then salyted the odiens just az profoundli, grevli and with the ar ev wunhu satisfactorili haz achevd a notwurthi thin, desended from the stej and went tu hiz set.—The gud fello, B, never, I thinc, realizd that, in the hilariti ev thoz moments, the plit in hwich he plest me, mor than the matter ev hiz selecshun, hiz manner ev deliverin it, or hiz persistens in performin hwet he set himself tu du, wez the veri convulsin element in the sen.

Tharafter, hwen I attempted tu stop a folterin stuḍent in the redin ev an esse or in the redin or declamin ev a selecshun, I told thon hwar tu go.

If I mit digres a littul, just her, I wud stet that B wez a relijus fello and had a gret dezir tu be yusful in the M. E. church. That he thot that he wez fitin himself for the ministri, wez cwit wel understud: and ecwelli wel wez it understud that, after he had bin upon the restrum ev the sculrum a fy timz, he regarded himself about redi tu begin hiz ministerial carer. Accordinli, he brocht tu the pastor ev the church ev hwich he wez a member, that he thot that he wez cold tu prech. Then, at short intervalz, he began tu discus the matter with the pastor. Subsecwentli, he began tu urj that tim and oppertunitiz wer pasin and that he ot tu be trin hiz scil at prechin,—not-

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withstandiŋ the pastor had, from the first, trid tu mec him understand that he thot that he, B, wez not cold and that, in the direcshun ev prechiŋ, he mit better mec no efforts. Later, B becam trubulsum tu the pastor in hiz impertunitiz that he ot tu afford him an eppertuniti tu prech az a test ev hiz abiliti tu serv the Lord in that we and hiz born fitnes tu the ministerial coliŋ. At this juŋctur, the pastor, a gud, sinser, pius man, asct me hwet, in mi judjment, he mit better du in the matter. I told him that I thot that he mit cwicli settul the matter satisfactorili tu ol consernd bi appointiŋ a tim and a ples for B tu sho him and a select odiens hwet he cud du in the prechiŋ ev a sermun, and sugjested that a sculheus tu milz awe, in hwich the pastor wecli precht, mit be a sutabul ples. Olso, I sugjested that in ol thiŋz relatiŋ tu the effort hwich B dezird tu mec, he mit better be left, az much az possibul, tu himself—tu be let tu du, in ol thiŋz, just az he wisht, az wel in the preparashun ev hiz discors az in the deliveri ev hwetever he mit wish tu se. With the sugjestyun, the clerjiman wez satisfid and at wuns coshusli arrenjd tu let B mec hiz meden effort. At that sculheus, at eni tim, gatherd onli a fu sted old pillarz ev the M. E. church and a fu ev the Baptist church—the veri best elements for a beginer tu prech tu. The wether ev the de pruvd stormi; az a consecwens, thar wer prezent onli thoz hu pezzest relijun enuf tu mec them brav the depresiŋ effects ev a sever Janueri slet and the denjerz ev foliŋ upon the isi glar hwich cuverd alic the rodz and the feldz, and loded the bouz ev the trez til, in meni cesez, the broc and fel tu the ground. But, at the appointed tim, thar wez B, and thar, tu, wez the aŋcshus pastor. The rediŋ ev a porshun ev the scripturz, wez dun bi the pastor. Wun ev the gud brutherz prezent led in prar. O him wez suŋ bi ol huz spirits wer hi enuf tu mec them fel muzical. Then the trembliŋ pastor introdust B az the specer for the afternun

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servis. Promptli B, in hiz veri ernest wa and in a veri apostolic manner, opend the bibul at the plas marct; in hiz dep, pectoral, pathetic tonz, red, in mezhurd acsents, the matter selected az a tecst and then, liftiŋ hiz hed and openiŋ hiz mouth tu spec, he so turnd hiz hed that, from sid tu sid ev the rum, he completli surved hiz odiens and then brot it bac tu that point at hwich hiz fes wez in a rit lin with thoz hu wer sitiŋ sentralli in the rum befor him. Az hiz hed cam tu rest, he found himself luciŋ scwarli intu a bonnet hwich surrounded the fes ev az far a matrun az ever saŋ a Methodist him. He had sen her befor. He had suŋ with her; he had pred with her; he had toct with her. He nod her tu be a gud wuman,—ev the veri pattern he lict. That she shud be so peculiarli the resipient ev hiz first efforts, wez a thot inspiriŋ inded. Then, tu por the burden ev hiz sol rit intu that urn til it overflod and til, ev the overflo, everi wun els in the odiens shud be ful, wez hiz effort. But, in the effort he med—tu hiz surpriz and mor, veri much mor, tu the surpriz ev ol utherz prezent, he sed nuthiŋ. In contemplatiŋ the wunderful effect he wez about tu produs upon the gud wuman, he had stud tu loŋ; hiz under jo had becum set, az it wer; hiz tuŋ wud not waggul; he feld tu utter a sound. But that persistensi hwich caracterizd him in everi effort he med, in this effort impeld him tu so agen muv hiz hed from sid tu sid that he cud luc intu the fes ev everi wun in hiz odiens, and thus the mor surpriz hiz odiens bi the prechiŋ he cud du. And, az hiz fes agen cam around so az tu luc intu the plezant, onest bluŋ iz ev that old wuman huz pozishun wez rit in frunt ev him, with an effort, he attempted tu fir hiz charj at her. But, no mor than befor wud the under jo muv; the tuŋ wud not waggul and the mouth remand wid open. At this juŋctur, accordiŋ tu hiz on testimoni, he began tu fel bad. Then weld up in him a wunderment that he cud se nuthiŋ—the mor so becoz be-

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for he aroz tu addres hiz ōdiens he felt ful ev spech and that he wud ezili deliver himself ev a grat sermun and that he wud gratli surprizd ōl bi the elocwens and effectivnes ev hiz spech.

But B wez not yet dismad. That persistensi hwich wez ever dominant in the man, enabuld him tu mac anuther effort. Mor gravli than befor, he survād hiz ōdiens. Mor ernestli than befor did he gez intu thoz big blu iz hwich, bi reflecshun, semd tu be duing ōl the cud tu help the struglin mortal tu, at the lest, se sumthin. But, the jō wud not cloz up. At this junctur, he felt a tremblin ev the nez and a fantin in hiz brest. Hiz sholderz drupt, hiz handz wud han doun, hiz spirits folterd, hiz countenans relacst. Farin that he mit swun if he farther persisted in efforts tu prech, he, with open mouth, overfloin with slaver at ech corner, turnd hiz hed from sid tu sid tu tac a levin luc ev hiz ōdiens, and sat doun.

Tu mac thinz az ezi az possibul, the pastor med hwot remarcs he cud tuchin the tecst hwich B had selected, the san a him and went hom.

In this effort, B gratli surprizd ōl prezent. Hou it me hav affected eni ev them ecsept the pastor, in eni uther we than this, I no not; but, happili, happili, it affected him. On hiz we hom he stept at mi studio, tu inform me ev the rezults. In hiz toc he ecsprest the noshun that, for B and for the coz ev Crist, the events cud not hav bin better.

That it curd B ev the noshun that he wez a born precher, I hav no dout. I never herd that he agen trid, or even dezird tu tri, tu prech.

I and utherz wud hav nod les ev Bz ecspériens az a precher had he bin les communicativ tu us. Erli in the mornin ev the Munde folloin the Sunde afternun in hwich he med hiz effort, he enterd mi studio overfloin, apparentli, with matter ev hwich he wez constrand tu empti himself. Veri minutli, apparentli, and veri patheticli did he stat tu

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me everithing respecting hiz col tu prech hwich had past thru hiz mind. Not les particular wez he in informing me respecting hiz ecsperiensez—hiz hops, hiz felingz, hiz disappointments—in hiz ecsperimental effort tu prech. But, onli that hwich relats tu the afternun in hwich he med hiz effort, semz in ples her. Respecting this, he stated that, hwil going tu the sculheus, he felt that he wez fulli adecwat tu the occazhun; that, in respect tu a sermun, he wez wel prepard; that the messej hwich he intended tu deliver, wud reuz thoz hu herd tu grat activiti and wud du grat gud; that, in abundans ev matter tu utter and in elocwens in uttering, he wud gratli surpriz ol hu herd. He farther stated that, after the odiens had assembuld, az the tim wez droing ner for him tu ariz tu spec, hiz confidens and hiz ecspectashunz strengthend until the wating for the moment tu enter intu that momentus ventur, becam panful. But, hiz felingz, he stated, hwil he stud befor hiz odiens with open mouth and not abul tu utter a wurd, he cud not describ; eni langwej at hiz command or at mi command, wud be inadecwat tu commens a descripshun ev them. But, tho in cind and in cwoliti the cud not be describd, in intensiti, az the moments past, the fluctuated. Immezhurabli bad wer the hwil, from sid tu sid, he turnd hiz hed tu surve hiz odiens: then wurs, appolingli wurs, az he luct intu the licwid, simpathetic bluz iz ev that gud old wuman hu sat rit in frunt ev him and from hum he cud hardli muv hiz iz,—the mor so, becoz the hwil, the effuljens ev her enest, simpathetic countenans, thru hiz iz, semd tu por intu hiz sol help enuf tu overcum the wurst ev difficultiz, even wer the mountinz hi. Then, az he repeted the surve ev hiz odiens and hiz efforts tu utter, mor ecscrushiating wer hiz ineffabul felingz until, becoz ev the severiti ev them, he cud no longer stand—he cud no longer mec efforts in triing tu prech.

Az brefli az Ⱡ cud, Ⱡ stated tu B that Ⱡ thot he had, in

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a veri satisfactori we tu himself and tu ol hu herd him, solvd the problem hwich had so gretli consernd him; that if meni nou in the ministri, in the veri first efforts the med, had met a fat similar tu that hwich he had ecsperienst, the Cristian coz wud nou be the better for it; that I wez glad tu lern from him ev hiz effort and hou the effort ended; that I hopt that he wud regard the ecsperiens hwich he had just narrated tu me, indisputabul evidens that he wez not born tu prech, and that he wud never agen tri tu prech; that, in the matter ev surprizin thoz hu mit her him in hiz first effort tu prech, he, in duin hwet he did, had mor thuroli surprizd ol hu herd him than he wud hav dun, had he, in hiz efforts, gon even beyond hiz fond antisipeshunz.

Mor than wun lessun I lernd in handlin B. In the beginin ev the followin yer, he becam a member ev a nuli formd clas in jeometri. The uther memberz, seven, I thinc, wer yun men ev gud abiliti and studius habits. In commitin tu memori definishunz, acsiumz, etc., etc., B stud az wel az eni in the clas; but the demonstreshun ev a theorem, he never effected, nor did he, so far az I cud se, ever comprehend the demonstreshun ev a theorem. Inded, respectin ol thinz tuchin pruf az handuld bi techerz and students ev jeometri, he never accwird a singul idea, tho with the uther memberz ev the clas, attentivli and studiusli, he cam and went until the end ev the term. Netwithstandin this inabiliti tu comprehend the methudz peculiar tu jeometerz, in the studi ev *Bourdonz* aljebra, B did az gud wurc az eni in the clas. And with an abstrus ces or a netti problem submited az a test ev abiliti tu du orijinal wurc, B performd az wel az the veri best ev them. But, a theorem bein given him for solushun, the figur, egzactli az it stud upon the paj in the buc, letterin and ol els, wez netli plest upon the bord, the enunshiashun ev the theorem clerli stated and the wurc, so far az he so wurc tu du, wez dun; and eni amount ev wurc at demonstreshun, eni amount

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ev interrogeshun, bi humsoever dun or in hwetever we dun, feld, utterli feld, tu wec in him that hwich iz so livli in the mind ev everi persun hu becumz a jeometer.

Let nowun assum that the felur ev this man in the studi ev jeometri, depended upon perversnes. B went tu scul tu lern; and hwen eni techer wez redi tu tech him, he, attentivli and with effort, attended upon the instrucshun submited. If yu wil, yu me attribut hiz felur tu lern tu mi inabiliti tu tech him jeometri; but, subsecwentli he studid under techerz older and mor ecsperienst in the teching ev jeometri than I. Under thar tuishun, he net onli feld utterli, but in thar handz, lest ol interest in the subject.

During the vecashun between the secund and the third term and during the erli part ev the third term,—that iz tu se, during the latter part ev March and ol ev April, mi servisez wer neded in nurseriz in hwich, az partnerz, mi bruther and I wer engejd. Az the attendans at scul wez olwez much les during the third term (becoz ev the absens ev meni yung men hu wer neded tu wurc upon farmz or elshwar, and the absens ev meni yung wimen hu tot scul during the summer), I hopt that I mit be absent til the begining ev the first term ev the neest yer. But, in this, I wez disappointed. Ner the middul ev April, mi partner rot tu me ascing me tu return tu the scul at wuns. The turmoil ev affarz brot on bi the wor hwich began in the sprin ev 1861, had med it nesesseri for him tu giv mor attenshun tu hiz farmz, ev hwich he had tu, a littul distans from the villej. Az sun az I cud finish the biznes ev shiping nurseri stec for the sprin (hwich wez then nerli dun), I hesend tu relev mi partner, hum I found dezirus tu transfer tu me, net onli the guvernment ev the scul, but ol uther thinz relating thartu. Upon condishunz hwich he offerd, I purchest ol thinz reletin tu the scul, assumd responsibiliti for ol thinz reletin thartu and, at wuns, muvd forward in the wurc ev teching. Az he recwested in the

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bargin, he wez retend on the list ev instuctorz, az techer ev langwejez,—tho, during the remender ev that term, he herd not a resitashun in eni branch.

Upon a sirculer ev the higscul (hwich iz befor me), printed in Me ev 1861, the bord ev instructorz standz thus:

C. W. Larisun, Prinsipal,
Mathematics and Natural Siensez.

Jon S. Higginz, A. M.,
Langwejez and Moral Siensez.

G. H. Larisun, M. D.,
Anatomi, Fizioloji and Hijien.

Mrs. E. J. Higginz,
Muzic and Pentiŋ.

Mrs. R. H. Red,
Pensiliŋ and Droiŋ.

Mis A. M. Tompsun,
Inglish Branchez.

At the beginiŋ ev the third term, a fu nu students had bin reseevd. Az a consecwens, I had sum nu accwentansez tu mec. The acts ev introdusiŋ miself tu them, az eccezhun recwird, heuever, wer bref and cwit informal. The older students and the older techerz, az wel, nod the step and we muvd alon plezantli—veri plezantli. After the first wec, not a rippul flect our plasid strem. In favor with ech uther, techerz, students, and patrunz and frendz ev the scul, we stedili grod,—so much so that, lon er the end ev the term, in ol thinz relatiŋ tu educeshun, we wer a yunit.

Az I wez not prezent at the oveniŋ ev the term, tu tec charj ev them, thoz miscreants hu had consumd not a smol part ev mi tim duriŋ the presediŋ termz, wer not in attendans. Az a consecwens, upon such attenshunz az

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the mor pesful stuḍents neded, I directed mi enerjiz and bestod mi laborz.

At the cloz ev the term, the egzamineshun,—attended bi veri meni interested in eduḍeshun, ev hum a gudli number wer techerz,—pruvd satisfactori tu meni. Meni ev the patrunz and frendz ev the scul, and meni ev the vizitiŋ techerz, and thoz hu, out ev curiesiti, duriŋ the tu dez, witnest the wurc dun duriŋ the egzamineshun, spoc in termz ev prez ev the we in hwich ech stuḍent accwited thonself.

Duriŋ the ecshibishun (the clozin sen ev the term), hwich wez so wel attended that thre timz mor wer upon the outsid ev the heus than cud be seted in it, ech stuḍent accwited thonself cwit az wel az thon did duriŋ the egzamineshun; and, upon thar performansez, from thoz most competent tu judj, desended shenerz ev prezez. Az a consecwens, tu the openiŋ ev the first term ev the ensuiŋ yer, stuḍents, patrunz and frendz fondli luct.

In pasiŋ, I mit stat several insidents, the memori ev hwich stil liŋgerz in the mindz ev meni ev us. Ov thez, wun hwich tot a yusful lessun tu several stuḍents hu wer wunt tu go with us hu went tu the forests, hilz, medoz, marshez and swomps betanizin, I wel remember. With us, that de, wez that grev, cwiet, sober man hu, a fu wecs befor, wez mi partner and the co-prinsipal ev the scul,—the first tim he had accumpanid us in our feld wurc. Inded, tu go tu the wudz, swomps, medoz and hilz, with a clas, tu studi betani, wez a nevelti, the propriieti ev hwich, in hiz judjment and in the judjment ev net a fu utherz, wez veri cwestyunabul. Evidentli, tu satisfi himself hwether it wez proper and wez wurth hwil, tu led stuḍents intu such plesez and tu ecspoz them tu so meni danjerz ev injuri tu helth, and tu so meni danjerz ev corrupshun ev moralz and mannerz, wez the coz hwich, on this occazhun,

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(az it had bin the coz hwich had actuated meni utherz on uther occazhunz), actuated him tu lev urjent biznes, tu accumpani us withersoever we mit go. For, at that dat, the practis ev tacing students, az I then did, tu the feldz, forests, hilz and mountinz, tu studi, wez a novelti, gravli cwestyund bi everi teacher ev the older order ev thingz. But, for the benefit ev such az wish tu no, I me her stat that, in this outing, he lernd a lessun or tu hwich he never forgot; farther, I mit stat, he becam a thuro convert tu our wez ev studiing the several branchez ev natural siens.

On that da, we set out tu vizit a marshi plas in hwich grod ornithogalum, erithronium, claionia, arum, hepatica, the anemone, etc., beneth hi, spreding blac olderz, spiswud, etc., abuv hwich hier grod, her and thar, a statli pin oc with its long, pendant bouz, and its nabor, the swomp hwit oc, huz huj ruts, ner the trunc, lifted thar bacs so far abuv the surfas ev the wet erth az tu effect sets for thoz hu wisht tu sit. Acses tu the plas wez not ezi. In reching it, in sum plasez, thru brambulz we had wurct our we; in utherz, the surfas wez so wet that lit, cwic steps wer nesessari tu cap the fet from singing til the surfas water flod over the taps ev the shuz;—espeshalli so wez the cas ev sum ladiz the taps ev huz shuz wer not so hi az wer the taps ev thoz hwich tha wor hwen subsecwentli tha went botanizing with me. But, the plas having bin recht, a gudli supplii ev spesimenz gatherd, and we cumfortabli sated,—sum upon the hi ruts ev an old swomp hwit oc, sum upon the ruts ev a huj pin oc hwich stud clos bi, utherz upon stonz so arranjd az tu be ner a stump upon hwich the tutor sat,— we sun forgot the difficultiz hwich we had overcum in reching the plas, and wer depli interested in the studi ev the spesimenz we had gatherd. Az we wurct, thoz hu wer with us out ev curiositi or a dezir tu pic up hwot noledj tha cud ev the wez ev botanic students and ev the botanists we ev vuing thingz, or tu gan hwot recreashun mit accru

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tu them bi attendiŋ us on our rambulz, sat or stud around, brusht the mud from thar clothz and shuz and pind up the rents in thar torn garments; arranjd flouerz intu bucaz, gatherd mosez, selected the choiser parts ov the bouz ov the swet birch and the spiswud; or, in an underton, so az not tu disturb us in thar toc, chated, or commented upon the wurc we wer duiŋ or forcasted respectiŋ the difficultiz ol wud incur in the wurc ov leviŋ that swomp tu go hom.

In the cors ov our wurc, we dissected hwot semd veri curius tu meni ov the memberz ov the clas and tu meni hu wer studiusli wetchiŋ us in our wurc—a wild turnip (*Arisæma triphyllum*), the punjensi ov the corm ov hwich, hwen chud, sets on fir the mouthz ov the most apathetic. The wurc ov dissecshun and classificeshun beiŋ dun, hwil I woz remarciŋ upon the fizical peculiaritiz ov this speshiz, its medisinal valu and sum peculiaritiz ov the jenus tu hwich this speshiz beloŋz, a sertin student hu woz not a member ov the clas, a yuŋ man noted for the praŋces he woz wunt tu ple and the trics he delited tu perpetret upon the unweri, wacst curius tu no sumthiŋ mor ov the particularz respectiŋ the fizical propertiz ov the plant hwich I so far regarded az tu digres sumhwot from the ordineri we ov dispoziŋ ov the spesimenz we dissected, in order tu impart a noledj ov thez fizical propertiz tu eniwun dezirus tu lern. Az I woz assistiŋ the memberz ov the clas in selectiŋ gud spesimenz ov the neest speshiz tu be dissected, and not veri attentiv tu eni cwestyunz asct bi eni hum I woz not immediatli instructiŋ, in ol the graviti ov even hiz sober countenans, mi let partner, bi a significant manuveriŋ ov a spesimen hwich, folloiŋ the instrucshunz given tu the memberz ov the clas, he had dissected and hwich he stil held in hiz hand, signifid that, tu lern hwot he woz curius tu no, the yuŋ man mit better test it. Az I turnd tu lern hu woz asciŋ me cwestyunz, and hwot cwestyun thon had just asct me, the student woz teciŋ a

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harti bit ev the corm ev that wild turnip and, tu sho hiz braveri in the ventur, vigorusli he chud it til he semd tu hav applid the jus ev the chud pesez, tu everi part ev the mucus membran ev hiz mouth,—including the entir surfes ev hiz lips. Az I so hu thon wez hu wez perpetrating the tric, I wez amazd and, for the moment, spechles. Az, astounded, I stud intentli lucing the ecsperimenter in the fes, doutles, in mi countenans, he red an ecspreshun hwich told him that he wez mecing a mistec. At eni rat, befor I cud spec, widli he wez glaring hiz ful iz; intu mi iz, intentli and fritendli, he wez gazing. He pouted and pucerd hiz lips, smact hiz mouth, and furiusli spit,—til the slaver and chud particulz flu everi hwich we and til wun mit thinc that, if hocing and spiting cud clen wunz mouth, nuthing remand in hiz. Then, intu hiz mouth he forst hiz hand and with hiz fingerz scratcht and poct and poct and scratcht, until he gagd. The hwil, stec stil I stud, pitiingli lucing at the fello hu wud hav thot himself tu be duing a gud thing, in perpetrating upon eni verdant student he met the veri tric the ecs-prinsipal had so effectualli plad upon him. Fritend and then gratli alarmd he becam. In hiz fer, az best he cud, with hiz mouth in the condishun in hwich it wez, he, intentli and almost desparingli lucing me in the fes, with cwavering, foltering vois, asct, Wil it cil me? Then, suner than I cud spec, he graspt sum levz from a pendant bon ev the oc under hwich we wer, cramd them intu hiz mouth and vigorusli chud them for a moment; then, out he spit them and agen he cramd hiz hand far bac in hiz mouth and clod and scratcht hiz throt with hiz finger nelz until he gagd and hevd profoundli.

Tu me, the matter wez tu serius for lafter; from the grat ecsitment, I ferd serius consecwensez. But, enithing hwich I sed, did no gud. Mi best efforts tu mec him her, wer dreund bi hiz spiting, hocing, griting ev hiz teth, and the creuding ev levz intu hiz mouth or the scratching ev hiz

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mouth with hiz fingerz. But, mi conduct produst a chanj in the sen. Az I threteningli advanst toward him, tu sez him and fors him tu be cwiet, he wacst mor activ, and began tu lep,—hier than I thot wun so fritend az he woz, cud lep. Ner the set upon hwich sat the ecs-prinsipal, woz a smol area ov mud slitli cuverd with water. Ov that mud, the terror-stricen student sezd a handful, cramd hwot he cud intu hiz mouth and smerd the rest over hiz burning lips and the parts adjesent thartu, til he woz a spectacul tu behold. Then wilder he became. The first lep he mad, he planted both fet about the senter ov that area ov mud and water; then, az in cwic sucseshun, az best he cud, he lept up and cam doun in that puddul, the splashez fly in everi direcshun, until the ar semd tu be ful ov mud. Thoz nerest tu him, ov cors, resevd the heviest lodz ov the splashez. The ecs-prinsipal, lafing til he cud not riz from hiz set, resevd the fulest porshun ov it. From croun tu sol, he woz splasht. Hiz ny stro hat, hiz hansum broun cot, hiz clen hwit buzum, hiz fes, hiz berd and everi uther part ov him semd tu be thuroli besplatterd with mud. He woz, inded, a spectacul tu behold. And yet, lafing he sat til everi part ov him shuc and until the ston upon hwich he sat, slidiŋ from the dorsum ov the rut upon hwich he had plest it in macing hiz set, let him doun upon the surfes ov the ground, hwich stepli inclind in the direcshun ov the mudhol in hwich the victim ov hiz project woz stil so furiusli jumping.

The efforts he mad tu sav himself from slidiŋ intu the mudhol and the stompiŋ hwich he wud resev in ces he recht that ples, chect hiz lafter and mad him serius agen. But, a del ov spitiŋ he did befor he entirli clend hiz mouth ov mud, and a del ov wurc he did in efforts tu clen the mud from hiz iz and fes. But, he woz not the onli wun splasht. Sum ov the rest ov us, including sum veri ecs-

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pensivli drest ladiz, wer curius spectaculz, az we surved ech uther.

In this sen, mor than wun lernd lessunz. The perpetretor ev the tric wez, afterward, mor attentiv tu surreundiŋz hwen he essed tu be funni. The victim ev the project, ever after, wez mor rezervd in hiz wez, net so fre in cwestyuniŋ and les eger tu no hwet ⸸ wez teliŋ hwil ⸸ wez espeshalli techiŋ a clas. Mor sircumspect in conduct, jeneralli, duriŋ an eutiŋ, wer ol hu witnest this sen. Inded, subsecwentli, tu wet til eccurd a preper eppertuniti tu asc a cwestyun, semd cwit ezi tu ol hu went with us.

Tho, in specin ev an eutiŋ, we jeneralli stated that the clas in jeografi or the clas in betani or the clas in surveiŋ, wez goiŋ eut for feld wurc, ol hu nod the tendensiz ev eur students, assumd that, az accumpaniments tu the clas in jeografi, in cas that wez the nem ev the clas menshund, wud be, with buc and tulz for dissecshun and plant-carrier in hand, everi student ev betani, and, with theedolit and uther tulz for mezhurments, everi student ev surveiŋ, hu possibli cud go. So, tu, if the clas in betani wez goiŋ intu the feldz or forests tu studi, aleŋ with them, az accumpaniments, wer, ev the students ev jeografi and surveiŋ, az meni az cud go. So, in an eutiŋ, wer understud tu be az meni ev the students ev jeografi, ev betani and ev thoz branchez hwich recwir instrucshun in the yus, in the feld, ev mathematic instruments, az cud go,—tho the clas hwich gav nem tu the eutiŋ wez ever regarded primari in peint ev instrucshun and privilejez enjeid.

The wurciŋ ev this scem wez favorabul in that hwen jeografic students neded a littul relacseshun, botanic students had an eppertuniti tu asc hwet cwestyunz the wisht and tu procur hwet ed the dezird. Az favorabul wer the eppertunitiz ev thoz yuziŋ mathematic instruments, for asciŋ for hwet the wisht tu no and for seciriŋ, in the handliŋ ev instuments, hwetever ed the neded. On the

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uther hand, hwȉl botanic stuḍents wer gatheriŋ spesimenz and notiŋ the habitats ev particular plants, jeografic stuḍents had an eppertuniti tu secur hwet informeshun the needed, and stuḍents interested in the yus ev mathematic tulz cud be shod hwet the wisht tu lern. And then, it never hurt botanic stuḍents nor thoz studiiŋ surveiŋ, tu lisen tu the instrucshun given tu the yuŋ jeograferz. Nor did it harm the jeografic stuḍents and the embrienic surveorz, tu lern hwet the cud ev the wez ev studiiŋ ev the yuŋ betanists. Nor did it injur the yuŋ jeograferz and betanists, tu witnes the handliŋ ev thoz tulz nesesseri tu establish the latituḍ and lenjituḍ ev eni given ples, tu mezhur the aŋgulz betwen the rediȉ hwich diverj frem eni given peint tu eni peints ev the horȉzun, tu mezhur aŋgulz ev eleveshun and depreshun, tu mezhur aŋgulz and distansez az data for the meciŋ ev maps, etc., etc. Nor wez thar a lac ev interest, en the part ev the embrienic betanist and surveor, in the wurc dun bȉ the yuŋ jeografer.

Az the yuŋger stuḍents in the scul formd net a smol part ev the clas in jeografi, in an eutiŋ ev that clas, the yuŋger stuḍents semd tu be the lederz ev the parti. Az the littuler wunz ev the scul olwez thot the had espeshal clemz upen me, az the, becoz ev tendernes ev yerz, ot tu be ebjects ev espeshal car, the efen shod a littul jelusi ev the older memberz ev the clas and net a littul ev such uther memberz ev the scul az went with us for récreeshun or tu be in ples tu pic up such facts in jeografi az the wisht tu glen. Az a consecwens, mostli, az wȅ woct, nerest tu me wer the yuŋgest and the littulest wunz in the scul. In the egernes ev dezȉr tu cep clos tu me, the efen get a littul ahed ev me and in duiŋ so the sumtȉmz went intu plesez eut ev hwich, becoz ev smolnes and wont ev streŋth, the did net ezili get. Out ev such difficultiz, ech semd tu fendli luc tu me for help; and in the help renderd, meni semd tu find ecsewizit delȉt. Az

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rubber buts had not yet cum intu vog, in wocin over wet, sloui plesez, in wadin marshez and in fordin rivulets, difficultiz wer incurd hwich nou ar no barrierz tu eniwun hu warz rubber buts. Then, hevi lethern buts, wel grezd, afforded the protecshun ov the fet and anculz agenst woter and mud,—protecshun not ond bi everi lad and las hu went tu scul—not ond bi everi yuŋ wuman and yuŋ man hu, az students ov jeografi or botani, wisht tu go tu the forests, feldz, medoz and marshez; tu the hilz and mountinz. So, help from such az wor, for the occazhun, hevi buts, woz ofen neded bi sum hu wer nether smol nor yuŋ. In ol such casez, and mor espeshalli so, if, for the espeshal benefit ov the clas tu hwich the beloŋd, the outin woz mad, the littuler wunz wer olwez fulli desided that, bi rit, the shud be helpt first and ov this rit, ech littul wun woz veri, ofen lafabli, but never offensivli, teneshus.

In an outin ov the clas in jeografi, durin the munth ov Me, we vizited a rivulet tu gan sum practic noledj ov stremz,—ov the we in hwich the erod thar bedz and banes, hou the form bedz ov gravel, effect ilandz, peninsulaz, etc. Our we tu the rivulet ecstended thru feldz, a marshi area, a forest, and a glad hwich, for a distans, woz the banc ov the strem. Beyond the rivulet, the surfes slopt up tu the brou ov a grasful nol sparsli cuverd with groths ov statli ocs, hicoriz and mapulz, beneth hwich, in lucsurians, grod azaleaz and calmiaz,—then in ful blum. Tu sho the yuŋ jeograferz hwot I wisht ech tu not, woz not a difficulti; nor did eni ov the yuŋ botanists or surveorz fal tu be interested in hwot woz pointed out tu thoz studiin jeografi. But, the hwil, tu the iz ov the botanic students, thoz azaleaz and calmiaz wer veri lurin. Hou tu rech them, the did not no. The strem, hwich woz yuzhualli shallo and ezili forded, woz nou sumhwot swolen bi the woterz ov a shouer hwich had folen durin the preseding nit. The yuŋ men hu wor buts and thoz hu, warin shuz, had

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curej enuf tu bar the fet, cud ezili wed acres; but the yuŋ jeograferz, hu wer smol ev statur and net in buts tu protect the fet, and sum yuŋ ladiz hu nod littul ev fordiŋ stremz under eni sircumstansez, cud net so ezili rech the sit hwich the so gretli dezird tu occupi. But, tu return without studiiŋ thoz azaleaz and shoi calmiaz, and carriiŋ with them a gudli collecshun ev spesimenz, wez goiŋ hard with meni. Respectiŋ this matter, much wez pensivli sed bi meni. But, out ev the difficulti and intu the azaleaz and calmiaz, sun the wer led bi the yuŋgest and smolest member ev our parti. Hwil older wunz wer paniŋ the most impractic seemz imajinabul, the littul fello, in gretest ernestnes, cem up tu me and, cocsiŋli puliŋ me bi the hand az he luct up intu mi fes, sed, Tutor, plez! Carri us acres. So nisli yu carrid us acres the sleu this morniŋ; cant yu carri us acres the rivulet?—Plefulli ǂ replid, But, thar ar so meni tu be carrid and meni ev them ar tu big tu be carrid. This morniŋ ǂ carrid onli the littuler wunz hu mit stic fast in the mir. Promptli and confidentli he replid, O! let the yuŋ men and big beiz wed thru—the wud lic tu du it, ǂ no. Yu just carri us hu ar tu littul tu wed and the ladiz, hu cant du such thiŋz—that iz ol. It wil be so nis tu cres that strem, and then tu clim that hil and tu gather thoz butiful flouerz hwil the betani clas iz at wurc, wil be plezhur tu us ol. We wil hav a fin tim over thar.

Tho no wun utterd a veis tu confirm hiz propozishun, olmost er he cwit specin, ǂ so several ev the yuŋ men preparin tu wed,—sum with buts on, utherz with bar fet. Hilarius at wuns becem the littul fello and ol utherz ner hiz siz. Around the muvd in the hiest spirits, in the thot that the wer tu be carrid acres the big bruc, az the cold the rivulet. But, hwen, in the cors ev preparashun for cresiŋ, it apperd that sum ev the yuŋ ladiz ev the betani clas ecspected tu be carrid over befor the littuler wunz hu

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wer memberz ev the clas in jeegrafi, crest, an ecsitiŋ sen ensud. At wuns the littul fello began a clamor in hwich ol ev hiz clas hartili joind, No! No! No! Tutor! Our clas iz out with yu tude! Tac us over first, plez; and dont let thoz big beiz go intu the woter til we ar ol acres,—everi wun ev us.

Smiliŋ at the littul fello and hiz clasmets, hu wer closli presiŋ around me, I, without utteriŋ a wurd, pict him up, carrid him acres the strem and set him upon the eppozit baŋc. In ecstasi, the littul jeegrafer, in lefti steps muvd around and meni a demonstreshun med he tu mec me no hiz hi appreshieshun ev the enor I wez conferiŋ upon him first, then upon the uther memberz ev hiz clas. And scarsli les joius wer thez uther memberz ev hiz clas—espeshalli the littuler wunz. Az ech wez carrid acres the rivulet and plest upon the eppozit baŋc, egzultiŋli thon luct bac intu the fasez ev thoz wetiŋ, hwil meni a merri remarc indecst the status ev the happi solz az wel ev thoz hu wer wetiŋ tu be carrid az ev thoz hu olredi had crost the strem.

Az she wez pict up tu be carrid acres, a sertin member ev the botani clas ecshibited sum sho ev hezitansi and fer. Tu encurej her and tu ecspedit the wurc, the littul fello, hu aŋcshusli wetcht the carriiŋ ev everi wun hu crost, shouted, Let him carri yu; dont be afred; he iz sef; he wont let yu fol; he wil briŋ yu over sefli; he carrid me.—In everi uther ces, such confidens pezzest thon hu wez carrid that no encurejment wez neded from the littul boi nor from eniwun els.

Thoz hu neded tu be carrid, haviŋ crost, the yuŋ men weded thru and sun ech member ev our grup med thonz we up the hil, and intu the azeleaz and calmiaz,—arnfulz ev hwich the yuŋ jeegraferz, tu sev me the wurc ev gatheriŋ spesimenz tu dissect, brot and pild up bi mi sid.

On the we hom, not scantili wez eniwun supplid with

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spesimenz ev thez fragrant and shoi flouerz. Bucaz ev azaleaz and calmiaz upon mi desc and in mi studio plast bi the yuŋ jeograferz, remand thar a leŋ hwil.

Az stated bi the memberz ev the clas, the account ev that outiŋ ev the jeografi clas in hwich the students waded the marsh and forded the rivulet and securd the azaleaz and the calmiaz, wez the most gloiŋ ev ol the storiz the told respectiŋ the trips the med in the studi ev jeografi.

The wurc relatiŋ tu literari studiz wez non so divided that the instrucshun in compozishun and the correctiŋ ev the essez fel tu Mis Tompsun, hwil the handliŋ ev the students az the apperd upon the stej, fel tu me. That versatiliti hwich, in everithiŋ hwich past thru her handz, shod so favorabli, sun med Mis Tompsun veri popular, in her nu feld. Mi wurc az a critic and a traner ev students in the arts ev rediŋ and speciŋ, I liet wel enuf and tu mi wez ev duiŋ veri fu objected. So, hwil in this lin, we me not hav dun so wel az Tutor Higginz wud, yet for gud wurc in preparin our students for performiŋ upon the stej, we wer much prezd.

At wuns, az sun az instrucshun in the art ev ecspreshun fel tu me, I sedulusli drild ech student in thoz vocal calisthenics nesesseri tu a ful, simmetric development ev the vocal organz and the organz ev spech, and in thoz manuverz hwich mec men and wimen gracful upon the stej. In this lin, mi wurc sun attracted the attenshun ev meni hu wer nether students nor patrunz ev the scul. Sum hu, in thar coliŋz, depended much upon the art ev speciŋ, az clerjimen, loyers, etc., med ecstra efforts tu attend the ecsersizez duriŋ the afternun ev Wenzde ev ech wec. A fu hu tot and hu had, az a part ev the wurc assind them, the driliŋ ev students in the art ev speciŋ, and espeshalli the driliŋ ev thoz hu performd upon the stej on public occazhunz, (tho, in sum cesez the livd meni milz awe), sot opportunitiz tu mec obzerveshunz upon our wez ev

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wurciŋ. Az thez wer engejd, duriŋ the eurz ev techiŋ, in thar on sculz, the sot permishun tu be prezent duriŋ the tim ev the afternun and evenig hwich I devoted tu the instrucshun ev such az neded espeshal attenshun or in driliŋ ech for thonz performans in the anniversari ecshibishun at the end ev the summer term. Az tim past, the number ev thoz prezent hwil I wez driliŋ eur students in stej performansez, wez efen larj. Az sum ev thez, az profeshunal caracterz, had enjeid sum ecsperiens in the art and az utherz wer, in thar sculz, techiŋ the art, serius, attentiv vizitorz the wer and tu thez ecsersizez gev an atmosfer ev importans net at ol detrimental tu thoz at wurc. However, net seldum, even bi thoz hu, az a rul, performd the best, and espeshalli bi the smarter wunz hu delited in shoiŋ hou elegantli the acted hwen allowd tu put forth thar best efforts, sumthiŋ wez dun hwich upset the graviti ev ol and efen rouzd ol tu lafter. Ov such occurrensez, wun stil cumz vividli tu mi memori. Amuŋ the yuŋ wimen wez wun huz dres, nat and cestli, never lact eni ev the furbeloz hwich the latest stil demanded; nor wez it ever shorter than thoz worn bi ladiz hu went tu the fulest ecstent ev regulashun leŋth hwen ecstravagant tranz wer in vog. A gud figur, polit, mannerli and swasiv, she attracted the attenshun ev vizitorz, at first sit. Veri susseptibul ev the moldiŋ hand ev the techer and assiduus in the accwizishun ev ol thoz thiŋz with hwich the arts cud gras her,—espeshalli ol thoz thiŋz hwich wud ad attractivnes tu her apperans az she figurd in public and in fashunabul sirculz, in hwich, olredi, she wez regarded a leder, she, amuŋ the geest ev eur number and the most shoi ev thoz hu attracted the attenshun ev thoz hu lict butterfli scolarship, wez ecspected, on ol such occazhunz, tu apper first clas; and tu apper first clas, sertinli, she olwaz did her best.

Upon the preparig ev thoz hu wud red and spec in the

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anniversari ecshibishun at the end ev the term, much labor wez bestod. In performiŋ thar pesez, over and over and over agen, the acted upon the stej until ech thot thonself cwit handi and thoz in attendans semd satisfid that, at that ecshibishun, wud be dun onli creditabul wurc. But, az wel az the severalli performd, or performd in grups ev a duzen in ech, Ŧ recwird ol tu be prezent duriŋ the eurz after 5 oclec, p. m., ev the afternun ev the de befor the ecshibishun and ech tu be fulli prepard, in everi we, tu rehers thonz part in the order in hwich ech wud perform en the de ev ecshibishun. At the tim appointed, in the best ev spirits, drest az ech ecspected tu be duriŋ the ecshibishun, the students gatherd and, from verius cworterz, cem thoz hu, duriŋ presediŋ drilz, had so sedulusli attended eur metiŋz. In order, the wurc began. Sum did wel; sum did better; sum, with elegans and addres ev mannerz, surprizd, until most ev us, at eni ret, thot that, in eur ecshibishun, ol thiŋz wud be creund with sucses—that a happi tim we wer about tu enter upon. But just then a chenj in the sen follod. Bel cem upon the stej. With az meni furbeloz az Ŧ ever so upon her dres, her flounsez and ruffulz cept wel out, in a shoi we, bi menz ev hups (sumthiŋ mor than reguleshun dimenshunz, even at that tim ev ecstravagans in the wariŋ ev crinolinz), she, with an ar ev importans and swesivnes, assended the stej, veri profoundli and veri gresfulli performd her saluteshun and then, in the elegans ev her muvments and in the flecsibiliti ev her vois in renderiŋ her cwit difficult pes, much attracted the attenshun ev ol. But, sumhou, in performiŋ the concludiŋ manuverz nesessari, in her judjment, tu a ful evolushun ev the wurc she had tu du, she tuc sum liberti and, in duiŋ so, in the act ev turniŋ so az tu scwarli fes the odiens az she performd her partiŋ saluteshun and in the act ev giviŋ tu her loŋ, cumbrus tren az it swept over the stej, that gres ev muv-

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ment so meni lic tu se, her inner gerin did not muv az she wisht, her fet becam taŋguld up in her rigiŋ, and then the sen hwich follod!—wel, that sen haz never bin fulli describd.—She wez tu ner the edj ev the restrum and, az she capsizd, her hed went forward and doun, tu the flor in frunt ev the stej; her fet, pociŋ thru her hups hwich cot, in foliŋ, upon the bac ev a char, stuc up; and I wez subjected tu the panful nesessiti ev lusiŋ her from her entaŋgulments and assistiŋ her in her efforts tu get the rit end up.—The assistans I renderd, however, wez not az effectual az it mit hav bin; for, upon her we tu her set, she went pitchiŋ and hobliŋ aloŋ in a we hwich told onli tu wel ev sum ev the difficultiz with hwich she wez struliŋ. But, at this dizaster, hardli a bit danted wez she. At the col ev her nem, in the order ev ecsersizez ev the ecshibishun, the necst de, promptli and with an ashuriŋ ar, Bel mounted the stej and, tu the delit ev her meni admiriŋ accwentansez, did credit tu herself and tu ol hu servd her az tutorz. Ined, I am not shur that, in sum ev her evoluŋshunz, that de, she did not disple sum clernes and flecsibiliti ev veis and sum elegans ev mannerz and muvments hwich nun ev us had sen befor and ev hwich I, at eni ret, thot her hardli capabul.

Thoz hu assembuld at the beginiŋ ev the first term ev the ensuiŋ yer, wer, with fu ecsepshunz, yuŋ wimen and yuŋ men ev gud mindz, onest industri and a dezir tu be drild in hwetever tendz tu a sharpeniŋ ev the acumen, a streŋtheniŋ ev the rezuniŋ facultiz and a simmetric development ev the sol; tu a proper treniŋ ev the memberz ev the bodi, tu a simmetrizin ev the somatic elements and tu a hel, wel proporshund development ev the bodi az a hol. Az a consecwens, pleziŋli, veri pleziŋli, muvd ol the affarz ev our scul az loŋ az I remend connected with it.

I mit her stat that, bi sel ev the scul fiestuŋz, at the end ev this term, the scul wez transferd tu that abul techer,

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Abija Rittenhous, A. M., hu, at wun tim, servd az profesor ov mathematics in the normal scul at Trentun, N. J.; afterward, az prinsipal ov the Trentun academi, a first clas preparatori scul for fitiŋ yuŋ men for the sofomor clas in collej; stil later, az prinsipal ov Redzburg academi, Redzburg, Pa. In hiz handz, in the otum ov 1864, it woz merjd intu the Rediŋ academi, in manner folloiŋ: Wun Jon Rediŋ, a sitizen ov Flemiŋtun, becwethd tu hiz nativ villej a sum ov muni tu be yuzd in erectiŋ a bildiŋ, tu be stild Rediŋ academi, for yus in the eduqeashun ov the yuth ov the toun, Hwen the bildiŋ—hansum, eommodius and testfulli located—woz redi for occupansi, Abija Rittenhous wez appointed prinsipal ov the villej scul, with privilej ov yuziŋ sertin rumz in the bildiŋ for accommodeshun ov the students ov the hiscul. Under this arranjment, the hiscul fald tu mantan thoz distiŋctiv fetuqrz hwich wer the bost ov its frendz, wand in populariti, assimilated with the public scul, and lost its individualiti.

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